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ABSTRACT

The purpose of this study was to determine to what degree public school districts with heavy migrant populations utilize the services of the Migrant Student Record Transfer System (MSRTS), and to identify and describe some factors which may influence future use of the MSRTS in 5 states. An original questionnaire was developed and administered by mail to school districts participating in the MSRTS and to those school districts identified as potentially eligible and not participating in the MSRTS. Responses to questionnaire items were analyzed using chi-square and analysis of variance. Descriptive data were also presented. The school districts were divided into 3 groups: Group I--using MSRTS and having a terminal physically located in the district; Group II--using MSRTS but not having a terminal; and Group III--potentially eligible for participation and lacking terminals. Findings concluded that there were significant differences in high, medium, and low usage among the groups and that the size of the school district was not a factor. (Author/PS)

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FACTORS RELATED TO USAGE OF THE MIGRANT STUDENT RECORD TRANSFER SYSTEM IN FIVE STATES WITH HIGH MIGRANT CONCENTRATIONS

BY

FELIPE VELOZ. B.A., M.A.

A Dissertation submitted to the Graduate School
In partial fulfillment of the requirements
for the Degree
Doctor of Education

Major Subject: Educational Administration
Related Area: Curriculum and Instruction

New Mexico State University
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July 1973

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"Factors Related to Usage of the Migrant Student Record Transfer System in Five States with High Migrant Concentrations," a dissertation prepared by Felipe Veloz in partial fulfillment of the requirements for the degree, Doctor of Education, has been approved and accepted by the following:

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This dissertation is dedicated to the writer's wife, Amparo, and to his three daughters, Beatriz, Anna Maria, and Christina, whose understanding, encouragement, and love made this study possible.

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ABSTRACT

FACTORS RELATED TO USAGE OF THE MIGRANT STUDENT RECORD TRANSFER SYSTEM IN FIVE STATES WITH HIGH MIGRANT CONCENTRATIONS

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FELIPE VELOZ, B.A., M.A.

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New Mexico State University

Las Cruces, New Mexico, 1973

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Purpose

The purpose of this study was twofold: (1) to determine to what degree public school districts with heavy migrant populations utilize the services made available by the Migrant Student Record Transfer System (MSRTS), and (2) to identify and describe some factors which may influence future usage of the MSRTS services in five states (Arizona, California, Colorado, New Mexico, and Texas).

Specifically, the three major tasks of the study were to:

1. Provide data about Group I, those school districts that use and have an MSRTS terminal; Group II, those school districts that use but do not have a terminal; and Group III, those school districts that have a high concentration of agricultural migrants, but neither use nor have a terminal.

2. Determine the degree of utilization of MSRTS services in the five states.

3. Determine factors which may influence the use of the MSRTS.

Procedures

An original questionnaire was developed to measure the degree of MSRTS usage and to identify factors which may influence its usage. The questionnaires were administered via mail to school districts in the five states identified as having high agricultural migrant concentrations and participating in the MSRTS and to those school districts having high concentrations of agricultural migrants but identified by state departments of education as "potentially eligible" and thus not participating in the MSRTS.

Responses to questionnaire items were analyzed using chi-square and analysis of variance. Descriptive data were presented to aid in the interpretation of results of testing the null sub-hypotheses.

Findings

There were significant differences with regard to high, medium, and low usage in Groups I and II as to years of utilization of the MSRTS. It was also found that the size of the school district was not a factor influencing the degree of utilization.

Significant differences, based on the common characteristics of Groups I, II, and III, were found at the .05 confidence level with regard to degree of familiarity of the MSRTS, the number of school districts which have and the number of school districts which do not have written goals and objectives specifically to meet agricultural migrant children's educational needs, degree of achieving district educational objectives for agricultural migrant children, determination of responsibility with regard to recording information pertinent to the agricultural migrant child, and district cost per pupil.

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Chapter 1

INTRODUCTION

In 1947 the United States Department of Labor defined migratory labor as

> . . . workers who occasionally or habitually move, with or without their families, to seek or engage in seasonal or temporary employment, and who do not have the status of residents in the localities of expected job opportunity or employment.[1]

Although by definition the term may be used to designate workers in branches of lumbering, mining, and road construction, it seems to be most generally applied to farm workers. Thus an agricultural migrant family is one which moves about the country seeking employment in production and/or processing of agricultural commodities.

Agricultural migrants have many needs and share "the handicaps of poverty, segregation, language and migrancy."[2] Agricultural migrant children encounter numerous educational problems arising primarily from changes in schools and interruptions in school attendance. Solving these problems is complex and difficult, but "the

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[1]U.S., Department of Labor, Report and Recommendations of the Federal Interagency on Migrant Labor (Washington: Government Printing Office, 1947), Foreword, p. v.

[2]California, State Department of Education, Education for Farm Migrant Children (Sacramento: California State Department of Education, 1971), p. 1.

needs of these children must be met, and direction must be instigated that will ensure continuity of instruction for all pupils within a school area."[3] The federal government has emphasized that, "whether they are stationary or migratory, all children are entitled to an education that gives them equal opportunity to succeed."[4] Furthermore, "there is no doubt that when there is enough concern, the resources can be found for educators to accomplish what they already know how to do."[5]

Need for the Study

One of the major problems faced by the many schools enrolling agricultural migrant children is that of maintaining communication with regard to information about these children. It is becoming increasingly apparent that a solution toward this dilemma is being realized through the application of electronic data processing techniques. Through the efforts of migrant specialists from among State Title I coordinators, a draft version of a records transfer system has been evolved. This system, known as the Migrant Student Record Transfer System (MSRTS), represents

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[3]Ibid., p. 2.

[4]U.S., Department of Health, Education and Welfare, Children at the Crossroads: A Report on State Programs for the Education of Migrant Children Under Title I of the Elementary and Secondary Education Act (Washington: Government Printing Office, 1970), p. 2.

[5]California, State Department of Education, Education for Farm Migrant Children, p. 16.

an important breakthrough for migrant educators throughout the United States.

Of course, many obstacles must be overcome so that a compilation of student data will indicate what are the greatest needs of migrant children. These data may be collected and compiled by automated educational systems, but practicality must be considered:

> To be effective, student record-transfer systems must be practical to use with children who frequently move from school to school and should include information about grade placement, family background, current achievement levels in reading and in arithmetic, talents and abilities already identified, social security number of father or guardian, where the family is from, where the family must go next, health data, textbooks read, home base school, name of sending school, name of receiving school and test results.[6]

The MSRTS serves as an agency for collecting and compiling student data, and the statistics provided by the data bank will be of tremendous help to state education agencies and local school districts specifically in the areas of curriculum selection, program design, and program evaluation. Yet the success of the MSRTS "can only be measured by the extent to which its information assists those who serve the migrant child."[7] The degree of assistance rendered by the MSRTS can be determined only by a survey of public school districts in certain states identified as having high

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[6]Ibid., p. 23.

[7]Colorado, State Department of Education, Colorado Migrant Education Program Summary and Evaluation Report (Denver: Colorado State Department of Education, 1970), facts section, p. 3.

concentrations of migrants as to utilization of available MSRTS Center services. Local, state, and national authorities have agreed that responses concerning selected aspects of MSRTS services, as related to school districts, will provide a basis for possible action by the MSRTS Center to modify services now available. Therefore, since the literature revealed no systematic attempt to determine usage of MSRTS services in states with high concentrations of migrants or to describe some of the factors which may influence such usage, the present study was addressed to these particular aspects. It was hoped that the information gained may be used as a basis by those involved in decision-making to improve services to school districts with the responsibility of providing educational facilities for migrant children.

Statement of the Problem

The problem was twofold: (1) to determine to what degree public school districts in five states with heavy migrant populations utilize the services made available by the MSRTS, and (2) to identify and describe some factors which may influence future usage of MSRTS services in the five states. The five states were identified as Arizona, with a migrant population of 61,274; California, 177,072; Colorado, 19,370; New Mexico, 30,753; and Texas, 239,796.[8]

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[8]U.S., Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor, The Migratory Farm Labor Problem in the United States, 91st Cong., 1st Sess., 1969 (Washington: Government Printing Office, 1969), pp. 115-28.

Specific Objectives

Specifically, the three major tasks of the study were to:

1. Provide descriptive data on
   a. Those school districts that use and have an MSRTS terminal.
   b. Those school districts that use but do not have a terminal.
   c. Those school districts that have a high concentration of agricultural migrants but neither use nor have a terminal.
2. Determine the degree of utilization of MSRTS services in five states (Arizona, California, Colorado, New Mexico, and Texas).
3. Determine factors which may influence the use of the MSRTS.

Assumptions and Limitations

Assumptions. The assumptions underlying this study were that:

1. An instrument could be developed to measure the factors related to usage of the MSRTS in five states claiming high concentrations of agricultural migrants.

2. Respondents to the instrument of measurement would answer honestly and conscientiously.

3. The sample of randomly selected school districts would be representative of all districts claiming high concentrations of agricultural migrants.

4. State departments of education in the five states could identify school districts claiming high concentrations of agricultural migrants.

5. Agencies other than school districts could be identified and would supply information pertaining to agricultural migrant children.

Limitations. This study was limited to:

1. Five states: Arizona, California, Colorado, New Mexico, and Texas. The results of this study may not be applicable to other states.

2. Twenty-eight of the thirty possible school districts in the five states in which terminal sites are physically located, thus constituting Group I.

3. Three hundred randomly selected school districts from Groups II and III in the five states identified as having high concentrations of agricultural migrants.

4. The academic school year 1971-1972.

Respondent Groups

Respondents were divided into three groups, based on terminal availability and usage of the MSRTS:

Group I: School districts which had a terminal and used the system.

Group II: School districts which did not have a terminal, but used the system (in a cooperative effort with districts having a terminal).

Group III: School districts which did not have a terminal and did not use the system.

Null Hypotheses

The study was designed to test the following null hypotheses at the .05 level of significance:

1. There will be no significant differences in usage of the MSRTS as to:
   a. Years of utilization.
   b. Number of school districts whose teachers have and have not seen the MSRTS form.
   c. Number of school districts whose teachers have and have not used the MSRTS form.
   d. Extent of cooperation between school districts and state regional offices.
   e. Degree of familiarity with function and potential of the MSRTS.
   f. School district size.
   g. Degree of availability of agricultural migrant student records for previous schools attended.

h. Number of school districts that have and do not have written goals and specific objectives to meet agricultural migrant children's educational needs.

i. Number of days for inservice training provided for all agricultural migrant staff by school districts.

2. There will be no significant differences among Groups I, II, and III as to:

a. Degree of familiarity with the function and potential of the MSRTS.

b. Record availability of agricultural migrant student records from previous school districts attended.

c. Number of school districts which have and do not have written goals and specific objectives to meet agricultural migrant children's educational needs.

d. Degree of achieving district educational objectives for agricultural migrant children.

e. Determination of who is responsible for recording information pertinent to the agricultural migrant child.

f. Cost per pupil.

3. There will be no significant differences between Groups I and II as to:
   a. Disadvantages of the usage of the MSRTS.
   b. Advantages of the usage of the MSRTS.
   c. Importance of ways of maximizing utilization of the MSRTS.
   d. Purposes of MSRTS usage.
   e. Problem areas connected with usage of the MSRTS.
   f. Training classification (superior to poor) of district personnel directly involved with operation of the MSRTS.
   g. Kind of inservice training provided for those individuals responsible for filling out MSRTS forms.

Definitions of Terms

Agricultural migrant. An agricultural migrant is a person who moves from one area of the country to another, to engage in seasonal production or processing of food or fibers.[9]

Agricultural migrant child. An agricultural migrant child is a child:

1. Whose parent or guardian is defined as a migratory worker; and

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[9]E. B. Scott, "A Survey of Educational Programs for Agricultural Migrant Children During 1967" (unpublished Doctoral dissertation, New Mexico State University, 1968), p. 75.

2. Who, due to a change in location of his parent's or guardian's employment, moves from one school district to another in the course of a year; and
3. Whose school attendance during the regular term is interrupted or curtailed because of this change in residence, or who is a temporary resident of a district other than that in which he regularly attends school.[10]

Migrant Student Record Transfer System (MSRTS). This is an information system for record keeping and transmittal of records on migratory pupils.

Organization of the Remainder of the Study

A survey of the literature is presented in Chapter 2, with examination of comments by researchers, authors, and individuals working directly in the field of migrant education, regarding the involvement, importance, and future emphasis in migrant education. In addition, conclusions related to the present and future emphasis in migrant education with subsequent effects on migrant children are discussed.

Chapter 3 describes the research procedures used in the study. Included are an explanation of the development of the Migrant

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[10]California, State Department of Education, Guidelines for the Education of Migrant Children (Sacramento: California State Department of Education, 1968), p. 18.

Student Record Transfer System questionnaire; a description of the population, stratification, and selection of the sample; and a discussion of the collection and statistical treatment of data used in the study.

An analysis of the data obtained in the study is contained in Chapter 4. The results are presented in relationship to high, medium, and low usage of Groups I and II of the MSRTS and to common characteristics of Groups I, II, and III.

The study is summarized in Chapter 5. Findings of the study are discussed and the implications of the findings are also developed in connection with the study limitations. Recommendations are also presented.

A list of references and several appendices containing relevant material complete the presentation.

Chapter 2

REVIEW OF THE LITERATURE

Any serious attempt to develop educational programs for agricultural migrant children or to make adaptations in existing ones requires knowledge of their numbers, their background, and specific characteristics, as well as their particular educational problems. Hence the first topic in this chapter deals with a description and discussion of agricultural migrants. The second section delineates the educational problems of agricultural migrant children. The third section elaborates upon automated educational systems, and the last section describes the Migrant Student Record System (MSRTS) in some detail as to history, funding, and expansion.

Agricultural Migrants: Numbers, Economic Situation, and Characteristics

Estimates of the total number of migrant workers, adults and children, in the United States have varied widely. The 1969 report of the United States Subcommittee on Migratory Labor disclosed that migratory workers numbered approximately 276,000.[1] One year earlier, in 1968, Scott had reported a total of 1,582,287

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[1]U.S., Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor, The Migratory Farm Labor Problem in the United States, 91st Cong., 1st Sess., 1969 (Washington: Government Printing Office, 1969), p. 3. (Hereafter cited as The Migratory Farm Labor Problem.)

agricultural migrant children enrolled in various educational programs in the United States for the fall of 1967.[2] A 1970 report on state programs for the education of migrant children under Title I of the Elementary and Secondary Education Act stated that "there are about 1,400,000 migrant farm workers in the country and probably 500,000 migrant children."[3] In a six-state study conducted by the California State Department of Education in 1971, the following statement was made: "There are over one-half million migrant workers in the United States, including an estimated 150,000 children."[4]

The conflicting estimates and totals given in these studies serve to emphasize the difficulty of obtaining an accurate count of agricultural migrants. However, examination of the statistics shows a definite trend towards a decline. Nickeson, differentiating between farm workers in general and migrant farm workers, said that from 1969 to 1970 the total number of farm workers decreased one percent and the number of migrant workers fell 24 percent, and that from the late 1950's to 1970

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[2]E. B. Scott, "A Survey of Educational Programs for Agricultural Migrant Children During 1967" (unpublished Doctoral dissertation, New Mexico State University, 1968), p. 98.

[3]U.S., Department of Health, Education and Welfare, Children at the Crossroads: A Report on State Programs for the Education of Migrant Children Under Title I of the Elementary and Secondary Education Act (Washington: Government Printing Office, 1970), p. 4. (Hereafter cited as Crossroads.)

[4]California, State Department of Education, Education for Farm Migrant Children (Sacramento: California State Department of Education, 1971), p. 1.

the U.S. Department of Agriculture's count showed a drop in migrant workers from 400,000 to 196,000.[5] According to Pierce, in 1970 about 2.5 million persons were hired farm workers, a decrease of 4 percent from the 2.6 million hired in 1969. Of these, Pierce reported, 1.1 million were casual workers, who worked less than twenty-five days, and 1.4 million were non-casual workers, who averaged 137 working days annually.[6]

The decline in numbers of farm migrant workers may be attributed chiefly to economics. Nickeson said that many former migrant workers stayed in farm work but stopped traveling to find it and that "the number of those who left rural work totally is reflected in the increases of the number of urban ghetto residents and welfare recipients."[7] Presumably these workers were looking for better paid jobs. Pierce's report stated that the average farm worker's wage rose to $1.42 per hour in 1970 from $1.33 per hour in 1969; yet his income represented only 42 percent of the average factory worker's wage. The non-casual farm worker earned approximately $1,519 per annum from all sources. Apparently, despite the establishment of a federal minimum wage law for farm

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[5]Steve Nickeson, "Farms, Workers Share Shaky Future," Race Relations Reporter, 3(6):21, May, 1972.

[6]James M. Pierce, The Condition of Farm Workers and Small Farmers in 1970: A Report to the National Board of National Sharecroppers Fund (New York: National Sharecroppers Fund, 1970), pp. 4-5.

[7]Nickeson, loc. cit.

workers, their relative wage position has not appreciably improved during the last two decades.[8]

Automation continues to loom as an increasing threat to the farm migrants' livelihood. The unemployment rate for migrant workers is high and rising because the farm labor force is declining at a less rapid rate than the number of jobs available. For example, it has been estimated that during the summer of 1971 there were approximately 2,000 unemployed farm workers at one time in one northeastern Colorado county.[9] Thus there is an oversupply of labor which

> . . . the farmers will maintain . . . by encouraging illegal workers to come in from Mexico and by asking the independent labor contractors to supply more workers than the farmer needs. This enables the farmer to exploit the labor market . . ., as well as to stall the time when he has to make large outlays to mechanize his farming operations.[10]

Despite the farmers' objections, mechanization continues inexorably. Automation includes not only the development of sophisticated devices such as the electronic sensor and mechanical thumbs, but also the development of new strains of fruits and vegetables more susceptible to mechanization. The result is that:

> About 700 of the nation's 3,100 counties still use migrant farm labor at one time or another, but the patterns have already changed greatly. Some ninety percent

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[8]Pierce, loc. cit.

[9]Nickeson, loc. cit.

[10]Ibid.

> of California's cotton is picked by automated equipment. About 2,000 potato pickers were replaced by machines on Long Island in the decade from 1954 to 1964.[11]

Meanwhile, the farm worker faces an ever-worsening economic situation. Deploring this, Nickeson presented the following profile of the worker:

> The average farm worker lives constantly below the poverty level. . . . His numbers include racial minorities far higher in proportion than the non-farm labor force--mostly blacks, chicanos, Cubans and Puerto Ricans, plus some Filipinos and a few Arabs. Their education doesn't extend much beyond seven years and their life span is about 49 years.[12]

Orr and co-workers conducted a study under the auspices of the Colorado State Department of Education which surveyed migrant populations in Arizona, Colorado, New Mexico, and Texas. From their findings a rather inclusive profile of migrant workers emerged, summarized as follows: Some 85 percent of the migrants are of Spanish-American ancestry. The average family consists of six children plus other related adults. Family unity is very strong, but this does not extend to kin not in the immediate family. Migrants tend to seek employment for the total family, including older children, but total annual income is very low, and they are necessarily preoccupied with making a living. There are few unattached males in the population. Permanent homes, where existent, are generally inadequate, with much overcrowding; migrant camps range from acceptable to deplorable in living

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[11] Crossroads, pp. 14-15. [12] Nickeson, loc. cit.

conditions. The educational level is very low. Migrants are not fervent about religion and they are not blindly subordinated to the clergy. Migrant subculture is not easily compatible with "accepted" values. Migrants are very "present-time" oriented and tend to be very passive, but contentment seems to prevail in the family unit.[13]

Educational Problems

There are many factors related to the situation of America's migrants which require a constructive approach if that situation is to be improved. One such factor is education. Morris stated: "We can begin to see that education is not only a social institution of primary magnitude, but quite obviously the vital core function, on which all else ultimately depends."[14] The review of the literature clearly indicates the magnitude and urgency of numerous educational needs of migrants, both adults and children. It cannot be denied that the migrant is not being equipped with the basic tools of survival or success to enable him to compete within the mainstream of American society.

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[13]Calvin R. Orr (director) et al., Southwestern States Developmental Project Relating to Educational Needs of Adult Agricultural Migrants, Cooperative Research Project No. K-005 (Denver: Colorado State Department of Education, 1965), pp. 69-71.

[14]Van Cleve Morris, Philosophy and the American School: An Introduction to the Philosophy of Education (Boston: Houghton Mifflin, 1961), pp. 11-12.

The literature indicates that education can help to improve the plight of the agricultural migrant. But education depends on adequate command of the dominant culture's language, and the migrants have severe language-related problems. In 1968 the Oklahoma State Department of Education discovered that "only one-third of migrant adults interviewed were able to read or write English."[15] Migrant adults have developed their own form of speech, described by Goodwin as:

> . . . a linguistic code which is suited to maintaining social relationships, but which is unsuited for sharing familiar experiences and opinions, for analysis and careful reasoning, for dealing with anything hypothetical and beyond the present, or for dealing with anything complex.[16]

Children exposed to this "linguistic code" in the home and lacking sustained exposure to conventional English as practised in school are unable to communicate adequately. Thus they tend to become non-verbal. Lack of communication impairs their relationship with peers, teachers, prospective employers, and others in the world outside the migrant camp. The result is a perpetuation of segregation, poverty, and frustration in an endless cycle.

Studies conducted of migrant children have revealed common characteristics in regard to education. For example, Stockburger

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[15]Oklahoma, State Department of Education, Classroom Projects and Linguistic Laboratory for Non-English Speaking Children of Oklahoma (Oklahoma City: Oklahoma State Department of Education, 1968).

[16]W. L. Goodwin, Bucknell Conference on Learning Problems of the Migrant Child: Report of Proceedings (Lewisburg, Pennsylvania: Bucknell University, 1967).

called attention to the fact that migrant children are retarded in achievement and unreached by common teaching practices; they are frequently considered ineligible for school enrollment.[17] Tinney, in a study of migrant workers in southeast Oklahoma, found that migrant youngsters were below average for their respective grade levels, often by as much as three or four years. As grade level ascended toward secondary school, the number and percentage of migrant students enrolled in school declined, with no more than 5 percent of the migrants surveyed reaching high school level. The phenomenon of many children of different ages from the same family being enrolled in the same grade was observed to be quite common. Schools closing to allow students time to harvest crops (crop vacations) frequently caused migrant children to lose out on education.[18] According to Silvaroli, the same findings held for "the migrant Negro and the Appalachian white."[19] An increasing gap between migrant children and more privileged groups was remarked on by Deutsch:

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[17]C. Stockburger, "The Educational Problems of the Migrant Child," Fact Sheet No. 3 (New York: National Committee on the Education of Migrant Children, 1967).

[18]M. W. Tinney, A Study of Migrant Workers in Southeast Oklahoma (Oklahoma City: Oklahoma State Employment Security Commission, 1965).

[19]Nicholas J. Silvaroli, "Conference of the Superintendent of Public Instruction on Education of Migratory Farm Children" (address presented at the Conference of the State Superintendent of Public Instruction on Education of Migratory Farm Labor Children, December 11, 1968, Miami, Florida), p. 2. (Mimeographed.)

> So often, administrators and teachers say, they [migrant children] are children who are: "cute," "affectionate," "warm," and independently dependent in the kindergarten and in the first grade, but so often become "alienated," "withdrawn," "angry," "passive," "apathetic," or just "troublemakers" by the fifth or sixth grade. In our Institute for Development Studies, it is in the first grade that we usually see the smallest differences between socio-economic or racial groups in intellectual, language, and some conceptual measures, and in the later grades that we find the greatest differences in favor of the more socially privileged groups. From both teacher observations and the finding of this increasing gap, it appears that there is a failure on some level of society, and, more specifically, the educational system.[20]

One of the greatest problems among all these groups is that of dropouts. It has been said:

> Ninety percent of these migrant children never finish high school. They average a fourth or fifth grade education and the only reason most of them go that far is the practice of "social advancement," which means "why hold them back? They aren't going to learn anything no matter what grade they are in."[21]

Hickey and Voorhees called the present educational system "a machine for producing potential dropouts who must somehow be salvaged," adding that "while the salvage operation for this year's remedial group goes on, the teachers in the system are preparing another batch for each of the years to come."[22]

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[20]Martin Deutsch, "The Disadvantaged Child and the Learning Process: Some Social, Psychological and Developmental Considerations" (paper presented at the Work Conference on Curriculum and Teaching in Depressed Urban Areas, Ford Foundation, July 10, 1962, Columbia University, New York, New York). (Mimeographed.)

[21]Crossroads, pp. 14-15.

[22]Howard W. Hickey and Curtis Van Voorhees, The Role of the School in Community Education (Midland, Michigan: Pendell Co., 1969), p. 13.

Clearly it is impossible here to delineate all the educational needs of migrants. Yet there is one vastly important need that cannot be overlooked: that for a unifying philosophy, a philosophy that should be carried out by the states now operating migrant education programs and that should focus on universal goals and objectives, thus becoming a top national priority:

> Since the families employed at any one stop do not often move along the same route, neither mobile schools nor educational information can accompany the group. What is needed is a widespread collaboration among the many schools involved. Such collaboration should extend beyond the transfer of data to the educational planning and coordination of programs, methods, materials, and even philosophy.[23]

In other words, what is needed is a systematic compilation, complete and accurate, of student data that will indicate the student's educational attainment, his weak and his strong points, and his individual needs so that a program can be planned to give him the best possible education.

Automated Educational Systems

The problem of maintaining all information pertinent to a child's school record readily accessible is extremely difficult. At the end of each school year the storage facilities are strained even more. The problem comes to light when the files of cumulative records are examined to locate specific information that may be demanded at any given moment. This is a common educational

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[23]California, State Department of Education, Education for Farm Migrant Children, p. 16.

phenomenon for all school children, but particularly true for the migrant child as a member of a highly mobile population. If he is to be helped, the seeking, storing, and retrieval of data will have to continue at an increasingly high rate in both quality and quantity so that his education will keep pace with the knowledge required by the technological society in which he must learn to function.

The need for more and better educational information has imposed a difficult burden on school teachers and administrators. Grossman stated:

> Information problems are woven through the fabric of educational processes, from problems of collecting, storing, communicating, retrieving, and displaying information to problems of receiving, learning, and using the information.[24]

These problems increase in complexity and size as school populations increase, specifically in areas of high migrant concentration. DeRodeff called education the largest industry in the United States and added that education

> will eventually find itself dependent upon automated data processing services to maintain an equilibrium between the forces of individualized educational objectives for burgeoning masses of people and the unprecedented surge of new knowledge and technology impinging upon teachers and students.[25]

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[24]Alvin Grossman, "A National Educational Information System," Automated Educational Systems, ed. Enoch Haga (Elmhurst, Illinois: The Business Press, 1967), p. 54.

[25]Martin DeRodeff, "Administrative Organization for Educational Data Processing," Automated Educational Systems, ed. Enoch Haga (Elmhurst, Illinois: The Business Press, 1967), p. 123.

Snyder agreed with this prognosis, indicating his belief that "eight million students, all requiring individual attention and deserving individual concern, simply cannot be handled with present or foreseeable resources without automated programs of many varieties."[26]

In order for an educational information system to function and produce maximum output, it must be "total" and it must also be automated or it will not work except in the very smallest units. Sims stated:

> . . . A total educational information system is a complex of procedures, methods, instruments coordinated to collect and digest all factors involved in the educational process to yield a product which is useful and meaningful in attaining the goals of education.[27]

That a total educational information system is a complex operation was emphasized by Andrew and Moir, who added: "The time, cost and effort needed in order to make an integrated system operable are significant."[28] One outcome of automated educational programs, according to Andrew and Moir, has been that the educational information provided the federal government has led "to the recognition

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[26]John W. Snyder, "Some Automated Uses of Student Records," AEDS Monitor, 7(5):3, December, 1968.

[27]Robert W. Sims, "Systems Concepts and Practices in Education," Automated Educational Systems, ed. Enoch Haga (Elmhurst, Illinois: The Business Press, 1967), p. 12.

[28]Gary M. Andrew and Ronald E. Moir, Information Decision Systems in Education (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1970), p. 165.

that not all states, counties, or districts have the resources or the desire to provide their citizens with equal educational opportunities."[29]

What must be done to make an automated educational system a success? Banghart listed five factors to be considered: (1) language, (2) information, (3) machinery and central hardware, (4) human operator, and (5) economics.[30] In his discussion of these factors, he emphasized that individuals operating specific computers must learn the common technical language in use. Since "information" is the basic input into a computer, the computer must be provided with an adequate collection of data so that its output may have maximum utility at any time it is requested from the central bank data. There are various output systems that can take the form of punch cards, paper tape, magnetic tape, or high speed printer.[31] DeRodeff commented that one must consider that "the basic objective of computer-based systems is to improve the efficiency of doing things with information."[32]

Furno and Karas called automated educational systems "pupil accounting systems" and stated that any pupil accounting system should provide statistical data on attendance and original

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[29]Ibid., p. 67.

[30]Frank W. Banghart, Educational Systems Analysis (London: Macmillan Co., 1969), pp. 99-100.

[31]Ibid.

[32]DeRodeff, loc. cit.

entry into school. From these two basic statistics, data on pupil absence, attendance, membership, enrollment, etc., may be obtained to be used as:

1. basis for state and federal aid,
2. basis for compliance with local, state, and federal legal regulations,
3. future school population projections,
4. basis for local, state, and federal reports,
5. publication of reports concerning enrollment and attendance,
6. apportionment of state aid for special education programs,
7. transportation needs of local school system, and
8. distribution of textbooks and other audio-visual, instructional materials.[33]

Automating pupil attendance procedures has advantages for teachers, enumerated by Furno and Karas:

1. The homeroom teacher does not have to set up a roll book on the first day of school.
2. The homeroom teacher does not have to perform a tedious, time-consuming clerical chore--balancing the roll book each day to get year-to-date and end-of-month statistics.
3. The homeroom teacher does not have to waste time doing error-prone arithmetical tasks such as preparing a daily attendance report or a teacher's monthly and semester report.[34]

There are advantages for the principal, too:

The principal does not have to spend hours preparing a principal's monthly report.
The principal does not consume days preparing the principal's semiannual and annual reports.[35]

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[33]Orlando F. Furno and Michael E. Karas, "Automated Pupil Accounting Procedures--Disk and Tape Approach," Automated Educational Systems, ed. Enoch Haga (Elmhurst, Illinois: The Business Press, 1967), pp. 169-71.

[34]Ibid., p. 170.

[35]Ibid.

The school system as a whole benefits:

1. Automation makes for increased accuracy in the reporting of pupil and faculty statistics. The repetitive, tedious arithmetical chores are done by the computer rather than by teachers and principals.
2. Automation almost eliminates the central office audit and tabulation function, saving many man-years of clerical time. Because of built-in checks and balances in the computer program, auditing reports are minimized.
3. Automation provides for development of a basic pupil card file (particularly a pupil numbering system) which permits later expansion into other areas of automated record keeping such as
   a. Pupil report cards. Teachers do not have to laboriously make out pupil report cards. Parents retain an IBM copy of their child's report card.
   b. Grade-point average automatically computed.
   c. Pupil cumulative folders automatically prepared.
   d. Census of child population register automatically developed.
   e. Location of each child by block number, tax block, enumeration district, and census tract available for population prediction studies, location of school facilities near pupil population centers, etc.
   f. Development of central repository of pupil information, storage, and retrieval system.
   g. Flexible pupil scheduling systems.[36]

Regarding the use of the computer to maintain attendance records, Merlin K. Reeds, Director of Oakland (Michigan) Schools Division of Data Processing, said: "Some schools within the districts have dropped from the head of the list on poor attendance as a result of knowledgeable officials' use of tardiness reports

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[36]Ibid., pp. 170-71.

provided by the computer."[37] One computerized data bank of 63,000 school children was "credited with helping to reduce tardiness and absenteeism in the constituent district Cakland schools."[38]

Snyder, staff administrator at Indiana University, who has been instrumental in the use of college-student automated records to specifically determine ways to reduce the high student failure rate, stated:

> Electronic data processing facilities [have been used] to determine that almost all such students had failed college in the past, and this discovery led us to devise a special long-term orientation program geared to their intellectual capacities . . . which reduced the failure rate from nearly 100 percent to about 40 percent.[39]

Snyder further indicated that data provided by computers enabled officials to determine student needs for counseling and in some cases for tutorial programs. Determination of such needs in advance was considered by Snyder to be one of the many advantages of automated information:

> Computers enable us to determine these needs in advance. This last point is a particularly important one since the usual student in some kind of academic trouble probably has about one week in which to solve the problem himself. If he cannot do so in that time, he needs help. Experience shows, however, that most students take much longer to realize the existence of

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[37]Merlin K. Reeds, "Using the Computer for Daily School Attendance Reports," AEDS Monitor, 7(9):10, April, 1969.

[38]Ibid.

[39]Snyder, op. cit., p. 1.

> such a problem and longer still to admit it to some one else who might help them. We have thus used computers to detect problems in advance.[40]

Dr. Bruce Alcorn summed up the results of a total information system:

> When a total information system is working efficiently, the students will learn more and at a faster rate; and I do not mean the memory drum will simply turn faster. How much do we actually know about how a child learns to read? If we could "keep tabs" on all the responses involved, we would be able to do a much better job.[41]

From this it may be deduced that a total information system can provide much more than attendance data.

The Migrant Student Record Transfer System

The lack of immediate and relevant information about agricultural migrant children and their educational needs has been one of the major obstacles in improving their educational plight. The National Automated Migrant Student Record Transfer System (MSRTS), located at Little Rock, Arkansas, holds tremendous potential and hope for migrant children by collecting and storing data pertinent to all educational aspects.

It may be said that the MSRTS began with recognition of the need for accurate cumulative records on each agricultural migrant child. Pfeil stated:

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[40]Ibid., p. 2.

[41]Bruce K. Alcorn, "The Concept of Total Systems in Education," Automated Educational Systems, ed. Enoch Haga (Elmhurst, Illinois: The Business Press, 1967), p. 13.

> The need for accurate records on migrant children has been recognized for some time. As early as 1947 the Federal Interagency Committee on Migrant Labor recommended that statewide systems be established for school records of migrant children, with copies of a child's records sent to every school district in the state and every state department of education in an area where that child might move. But little was done.[42]

In 1965 the Elementary and Secondary Education Act provided funds for the educationally deprived child. Supposedly this would benefit migratory children, but migrant families were not counted in the 1960 census and thus were not counted in estimating state allotments. Therefore, Title I of the Elementary and Secondary Education Act was amended in 1966 (Public Law 89-750) to include agricultural migratory children. Additional legislation (Public Law 90-247) changed the definition of migrant children from those whose parents had moved from one school district to another within the past year to include those whose parents had established a permanent residence within the past five years. Legislation put the responsibility for planning and developing a comprehensive educational program on each state education agency (SEA), with the requirement that the SEA coordinate its statewide plan with those of other states.[43]

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[42]M. P. Pfeil, Computer Harvests Migrant Records, U.S., Department of Health, Education and Welfare Publication No. (OE) 72-49 (reprint from American Education, 6:9, November, 1970; Washington: Government Printing Office, 1971).

[43]Vidal A. Rivera, Jr., "Interstate Cooperation Urged in Migrant Study," New York State Center for Migrant Studies, Newsletter, 3(2):7, June, 1971.

By 1967 most of the eligible states had submitted applications for the establishment of migrant education programs. Fourteen states expanded existing programs; thirty states initiated programs. Although these early programs varied in approaches, interstate cooperation was stressed by all. An interstate cooperative research project participated in by Arizona, California, Delaware, Florida, Oregon, and Washington set the stage for the Uniform Migrant Student Record Transfer System. Meanwhile, meetings of state migrant coordinators were many, and in Phoenix, Arizona, in February of 1968, coordinators for Western states identified three major goals: "(1) Establish a record transfer system for migrant children; (2) form a teacher exchange program; and (3) develop supplemental curricular materials for migrant children."[44] In late 1968 a record transfer plan was implemented by the Office of Education Program Section. A contract to design and develop an automated Migrant Student Record System was awarded to the State of Arkansas, with Little Rock designated as the location of the Center.[45]

Mottet described the development of the MSRTS as follows:

> Early in the planning stage of the Migrant Student Record Transfer System, it was realized that the system would be large in scale, complex in software development, and encompass the recruiting and training of personnel throughout the United States. The early thoughts have

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[44]Ibid.

[45]Dwight L. Mottet, "Managing the Migrant Student Education Information System," AEDS Monitor, 9:1, April, 1971.

> proved true. The complex system will serve 48 states and it is estimated that 300,000 student records will be processed annually. Approximately 225 full- and part-time employees are working or will be working with the system when it is totally implemented. The first year design contract amounted to $426,000 and the second year implementation contract is valued at $1,900,000.[46]

That the program was proving its value and was expanding was shown by the fact that about three million dollars was set aside in fiscal year 1971 to finance full implementation of the system.[47]

In June, 1970, the plight of the agricultural migrant workers in the United States again came to the attention of the public through a television White Paper program presented by Chet Huntley, NBC news commentator, and from the Senate Subcommittee on Migratory Labor which was chaired by Senator Walter F. Mondale. A. W. Ford, the Arkansas Commissioner of Education, summarized this plight when he stated: "'With the possible exception of children in the very worst of the ghetto situations in the nation, the migrant child is the most disadvantaged in our country.'"[48]

Every effort must be made to eliminate the educational disadvantages of the migrant child. Each state director of migrant education has the responsibility of informing each local educational agency about the system, and all school districts concerned must

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[46]Ibid.

[47]Pfeil, op. cit., p. 9.

[48]Cited in Mottet, op. cit., p. 9.

understand the importance of cooperating with the MSRTS. Bove emphasized the latter point:

> It is essential that every school system serving a migrant child understand the operation of the terminal system. If some schools are faithful about updating migrant students' records and other systems are not, then the whole system is worthless as a means of providing a more relevant continuing education process to and for the migrant child. The system operated properly and cooperated with by involved school systems can lead to a better education for thousands of little children in transit from one school district to another.[49]

The Interstate Uniform Migrant Student Record Transfer System is described as follows:

> The Interstate Uniform Migrant Student Record Transfer System has but one major purpose: assisting the educator in meeting the educational and health needs of individual migrant students. Each part of the Uniform Migrant Student Transfer Record and its associated Record Transfer System has been designed to accomplish this purpose.
>
> SYSTEM FUNCTIONS
>
> Provides continuity of information on every migrant student by keeping his record moving with him.
>
> Provides the educator with meaningful information on the current status of each migrant student.
>
> Provides correct and timely retrieval of critical data on each child upon enrollment in a new school through a nationwide communications network.
>
> Makes data usable and understandable to school personnel anywhere in the country through the use of a nationally standardized transfer record form.
>
> Supports the migrant student's educational progress throughout the United States by providing teacher to teacher communication.
>
> "Tags" a migrant child's serious illness or chronic condition and alerts teachers and health personnel to the special follow-up care necessary.

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[49]Richard A. Bove, "Record Transfer Terminals Established," Newsletter, 3(3):1, August, 1971.

SYSTEM BENEFITS

More effective use of educational programs for migrant children by indicating program type and test level performance.

The enhancement of individual growth through attention to academic, health, social, and special interests of the migrant child.

More effective administration of educational migrant programs at all levels.

The reduction in amount of clerical effort by school and health personnel required to assist each migrant student.

The maintenance of vital statistical data on the character and educational involvement of migrant children.

Proper recording of health data and assurance of reasonable, unduplicated immunization against disease.[50]

The basic organizational units of the MSRTS are shown in Figure 1.

The Migrant Student Record Transfer System has much to offer, but its potential must be understood so that its services will better help fulfill the needs of migrant children. Its success can be measured only to the extent to which it assists those who have the responsibility of improving the educational situation of these children.

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[50]Arkansas, Office of the State Department of Education, Federal Programs Division, "Migrant Record Transfer System" (Little Rock: Arkansas State Department of Education [n.d.]).

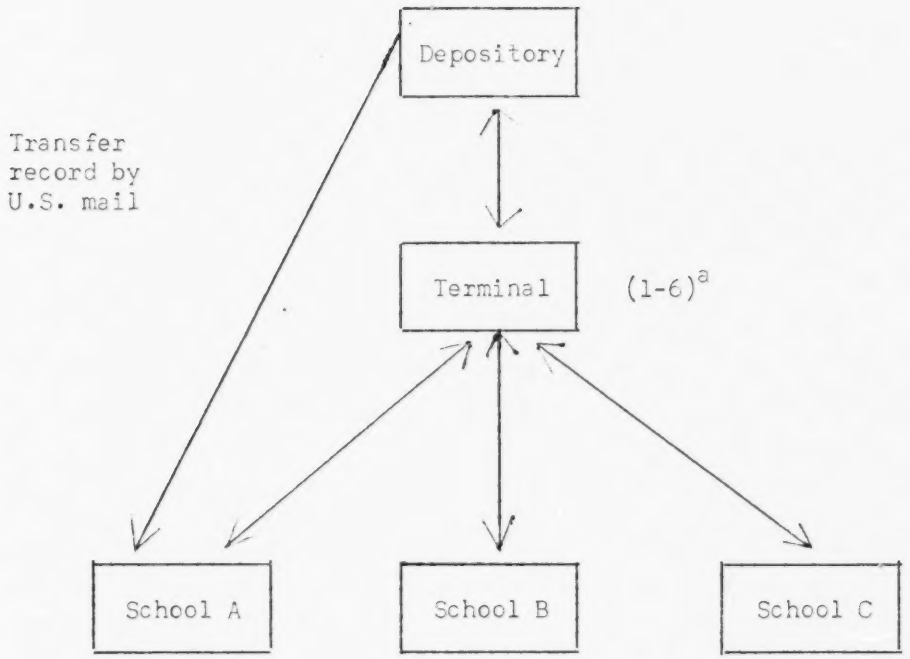

Figure 1

MSRTS Major System Organizational Units[51]

[a]Number and location of terminals depend primarily on student density:

Migrant Student Density	Terminal Location
High	School
	District office
	County office
	Regional or multi-county office
Low	State office

[51]The Migratory Farm Labor Problem, p. 71.

Chapter 3

RESEARCH PROCEDURES

This chapter contains a detailed description of the instrument used, specifically as to its development and refinement and the rating scale. Next, the sampling procedures are explained, including stratification and selection. A brief section on data collection is followed by a delineation of responses to the instrument. Finally, the statistical treatment of the data is described.

The Instrument

Development of the Questionnaire

An extensive review of the literature failed to reveal an existing instrument designed to measure the degree of usage of the Migrant Student Record Transfer System (MSRTS) and to identify factors which may influence or enhance usage of the MSRTS. It was therefore necessary to develop an original survey instrument to measure the degree of MSRTS usage and to identify factors which may influence its usage.

A questionnaire survey was selected as the research technique to be used in this study. The MSRTS questionnaire was developed according to indicated needs expressed in the literature and from information supplied by experts in the field of

agricultural migrant education. This information was gathered using a questionnaire which inquired about areas considered important by both of these sources.

Selection of MSRTS questions. This phase of the development of the MSRTS questionnaire consisted of (1) identifying possible factors which may influence MSRTS usage and (2) determining the degree to which usage is affected.

Identification of the three groups (I, II, and III) was accomplished by thoroughly reviewing the literature and information provided by the MSRTS Center. In addition, related studies, including publications developed by state departments of education, publications from the federal government printing office, and documents from agencies working in areas of high agricultural migrant concentration, were carefully analyzed. As a result, twenty-one needs relevant to the study were identified for which solutions were needed.

Twenty-one questionnaire items were written for the study. Criteria for retaining or adding other pertinent questions were based on recommendations from the questionnaires returned by experts in the field of agricultural migrant education. This pilot questionnaire was developed and sent out to a panel of judges for the purpose of determining the content validity of the instrument (Appendix A).

The panel of judges consisted of school district, state, and national directors of migrant educational programs and projects.

Also included were the administrative director of the MSRTS Center in Little Rock, Arkansas, a superintendent, and a former superintendent. Members of this panel were selected on the basis of professional status and involvement with the MSRTS Center and migrant education at local, state, and national levels.

Each panel member was requested to indicate his agreement or disagreement with questionnaire items to determine whether they covered the necessary content areas applicable to the study. Panel members disagreeing with any part of the questionnaire could indicate their specific concern and if possible suggest the improvement needed. Comments regarding ambiguity or redundancy of items were also requested and recorded as part of the questionnaire evaluation.

Refinement of the instrument and its categories. Prior to administering the MSRTS questionnaire, it was determined by the investigator that any items rejected, reassigned, or added by the judges would be critically reviewed. On the basis of panel and the doctoral committee's responses and comments, seven questions specifically related to usage were included, thus increasing the number of questions to twenty-eight.

Addition of the seven questions (2, 3, 4, 5, 6, 7, and 21) was due to comments made by the doctoral committee. It was recommended by the panel of judges that choices be provided for five questions (9, 10, 11, 12, and 13) for obtaining more reliable data.

The final list of twenty-eight items was accepted for inclusion in the MSRTS questionnaire.

Selection of the rating scale. A major concern in developing the questionnaire was the task of designing a measurement instrument to assess the degree of MSRTS usage and to identify possible factors which may influence usage, while being relatively simple for the respondents to complete.

A review of specific measurement techniques used in other similar studies revealed that a Likert-type scale had been successfully used in two recent studies: (1) "The Importance of Selected Categories of Employee Benefits to Public Junior College Teachers"[1] and (2) "The Importance of Selected Categories of Employee Benefits to Public School Teachers in New Mexico."[2] Oppenheim described two major advantages of Likert scales: (1) They provide precise information about the respondent's degree of agreement or disagreement; and (2) the Likert scale is generally considered easier to complete than other scales.[3] Other rating scales were considered, including rank order scales and a forced choice. The rank order scale was chosen because of its analytic advantages:

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[1]R. J. Barber, "The Importance of Selected Categories of Employee Benefits to Public Junior College Teachers" (unpublished Doctoral dissertation, New Mexico State University, 1971).

[2]Edward L. Moon, "The Importance of Selected Categories of Employee Benefits to Public School Teachers in New Mexico" (unpublished Doctoral dissertation, New Mexico State University, 1972).

[3]A. N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books, 1966), p. 141.

> One, the scales of individuals can easily be inter-correlated and analyzed. Composite rank order of groups of individuals can also be easily correlated. Two, scale values of a set of stimuli can be calculated using one of the rank order methods of scaling."

Furthermore, Kerlinger mentioned a third advantage: "Third, they partially escape response set and the tendency to agree with socially desirable items."[5]

These findings were the major determinants in the decision to select a five-point Likert-type scale and rank order scales which would impose the effects of discrimination on item scores obtained from the questionnaires.

Finalization of the MSRTS Questionnaire

The MSRTS questionnaire was finalized with an appropriate cover letter and specific instructions for groups making responses. A reproduction of the MSRTS questionnaire and a copy of the accompanying letter are provided in Appendix B.

Sampling Procedures

The population of the study during the academic school year 1971-72 was defined as all school districts in five states (Arizona, California, Colorado, New Mexico, and Texas) having high

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[4]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart & Winston, 1966), pp. 495-96.

[5]Ibid.

concentrations of migrant children, verified by the MSRTS Center as being actual participants in the system. However, state directors of migrant education in each state are still attempting to identify the more "potentially eligible" school districts having a concentration of migrants. The amount of state migrant educational funds determines eligibility and also the districts having migrants now have the prerogative of determining whether they participate or not in the MSRTS.

The names and addresses of the population were obtained from several sources:

1. The MSRTS Center.
2. Literature sent by state directors.
3. Educational directories.[6]
4. State directors.
5. Personal telephone calls to state departments.

The population selection for Group I comprised school districts which use the MSRTS and have a terminal physically located in the district. The following is a list of terminal sites and the number of teletypewriters per site in the five states:

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[6]Jeffrey W. Williams and Judy Carpenter, Education Directory 1971-72, U.S., Department of Health, Education and Welfare Publication No. (OE) 72-107, Catalog No. HE 5.220:20005-72 (Washington: Government Printing Office, 1972); Norman F. Elliott, Patterson's American Education (Mount Prospect, Illinois: Educational Directories, Inc., 1972).

Arizona	
Florence	1
Peoria	1
Somerton	1
California	
Bakersfield	1
El Centro	1
Fresno	3
Hanford	1
Merced	4
Indio	1
Santa Rosa	1
Oroville	1
Salinas	1
San Jose	1
Camarillo	1
Visalia	1
Woodland	2
Ventura	1
Colorado	
Greeley	1
Lamar	1
New Mexico	
Albuquerque	1
Clovis	1
Dexter	1
Las Cruces	1
Portales	1
Taos	1
Texas	
Austin	1
Corpus Christi	2
Edinburg	8
Lubbock	2
San Antonio	2

The thirty terminal sites comprised the total population for Group I. However, the San Jose site and the Corpus Christi site were school districts not participating in the MSRTS although the terminal sites were physically within these cities.

For Group II, one hundred school districts were randomly selected from a list of 403 districts participating in the MSRTS.

Group III was selected from lists of school districts "potentially eligible" to participate in the MSRTS but not specifically based on a high concentration of migrants in the state, rather as a compliance with the U.S. Office of Education's definition of a migrant child:

> "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his family might secure employment in agriculture or in related food processing activities."
>
> This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.[7]

For Groups II and III, three hundred school districts were randomly selected through usage of a random number table.

Stratification

The population was proportionally stratified to assure representativeness. The statistical advantages of a stratified sampling for a variable of interest, Y, were stated by Raj:

> By selecting a sample of suitable size from each stratum it is possible to produce an estimate for the population characteristic Y which is considerably

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[7] Texas Education Agency, Texas Child Migrant Program: Migrant and Preschool Programs (Austin: Texas Education Agency, 1971), p. 2.

better than that given by a single random sample from the entire population.[8]

Further, Mendenhall, Ott, and Scheaffer stated:

> This method of assigning sample sizes to the strata is called proportional allocation because sample sizes, $n_1, n_2 \ldots, n_L$ are proportional to stratum sizes $N_1, N_2 \ldots, N_L$. Proportional allocation is often used if the strata variances cannot be approximated before sampling.[9]

Classification by state, criterion, and number of school districts for Group II within each stratum are represented in Table 1. Classification by state, criterion, and number of school districts for Group III within each stratum are shown in Table 2.

Table 1

Classification by State, Criterion, and Number of School Districts of Group II

Classification	Number of school districts in population	Number of school districts sampled	Percentage sampled
Arizona	17	4	23
California	208	51	24
Colorado	35	9	25
New Mexico	36	9	25
Texas	108	27	25
Total	404	100	

[8] D. Raj, The Design of Sample Surveys (New York: McGraw-Hill, 1972), p. 109.

[9] William Mendenhall, Lyman Ott, and Richard L. Scheaffer, Elementary Survey Sampling (Belmont, California: Wadsworth Publishing Co., 1971), p. 70.

Table 2

Classification by State, Criterion, and Number of School Districts of Group III

Classification	Number of school districts in population	Number of school districts sampled	Percentage sampled
Arizona	7	1	14
California	446	64	14
Colorado	20	3	15
New Mexico	4	1	25
Texas	211	31	14
Total	688	100	

A percentage formula was developed to assure proportionate sampling from each stratum of the population. A sampling ratio was established by dividing the number of school districts within each stratum by the total number of participating school districts in the MSRTS. The percentage of the total school districts for Groups II and III contained in each stratum was:

	Group II	Group III
Arizona	4%	1%
California	51	64
Colorado	9	3
New Mexico	9	1
Texas	27	31
Total	100%	100%

Selection of the Sample

In Group I, two of the thirty possible school districts that have terminals physically located within the school districts were not included in the study. In Groups II and III, simple random sampling was used to select one hundred school districts in each group. However, for Group III it became necessary to resample from the same population to increase an adequate number of responses for this study. All samples selected for this study were acquired through the utilization of a random number table.

Collection of Data

The MSRTS questionnaire, along with an appropriate cover letter and a stamped, self-addressed envelope, was mailed to 228 school district superintendents on February 6, 1973. The questionnaires were coded prior to mailing so that the non-respondents could be identified for follow-up procedures.

Additional questionnaires and follow-up letters were sent to subjects who had not responded to the initial mailing. The follow-up letter stressed the importance of participation and the fact that responses would be kept confidential (Appendix C).

Responses to the Questionnaire

The population of the study was defined as all school districts in five states (Arizona, California, Colorado, New Mexico, and Texas) having high concentrations of migrant children and

participating or being potentially eligible to participate in the Migrant Student Record Transfer System. The population selected for Group I were those school districts using the MSRTS and having a terminal physically located in the district. Group II were those school districts participating in the MSRTS but lacking a terminal within the district. Group III comprised school districts potentially eligible for participation and lacking terminals. Selection procedures were discussed previously.

Thirty terminal sites comprised the population for Group I. However, two sites were districts not participating in the MSRTS although terminal sites were physically located within these cities. Therefore, Group I consisted of 28 school districts. Of these, four school districts failed to return the questionnaire and two returned it blank. Four had not requested MSRTS forms for the year 1971-72 and therefore were transferred to Group III, making Group I twenty-four school districts in size. The rate of return for Group I was twenty districts out of a possible twenty-four or 83 percent.

Group II was composed of one hundred school districts, those participating in the MSRTS but lacking terminal sites. Of these, eighty-two responded. However, five of these questionnaires were not usable, and sixteen of the responding school districts had not requested MSRTS forms for the year 1971-72 and therefore were transferred to Group III. The overall response rate for Group II was sixty-six out of eighty-four or 80 percent.

The population for Group III (school districts eligible but not participating in the MSRTS) was extremely difficult to identify. Since school district participation in the MSRTS is optional, some state department of education migrant divisions were not willing to identify school districts that were "potentially eligible" to participate. From lists of "potentially eligible" school districts, one hundred school districts were randomly sampled. Of these, forty-six responded, yielding only eleven usable questionnaires. A resample of one hundred was taken, giving fifty-eight responses with only twenty-nine usable, after a follow-up questionnaire. The response rate was calculated at 20 percent. Group III consisted of sixty school districts (forty sampled responses and twenty "transfers" from Groups I and II).

Statistical Treatment of the Data

The primary purpose of this study was to determine the factors that may influence usage and the current degree of usage of the MSRTS. Successful attainment of these goals could provide information to the MSRTS that may enable it to better implement its potential and provide decision-making alternatives for the purpose of improving service to school districts which have the responsibility of providing migrant children with improved education.

It was felt that the following factors may give rise to differences in the degree of usage of the MSRTS by Groups I and II:

1. Years of utilization of the MSRTS by school districts.
2. Number of school districts whose teachers have and have not seen the MSRTS form.
3. Number of school districts whose teachers have and have not used the MSRTS form.
4. Extent of cooperation between school districts and state regional offices.
5. Degree of school district familiarity with the function and potential of the MSRTS.
6. School district size.
7. Degree of agricultural migrant student record availability by previous schools attended.
8. Districts that have and do not have written goals and specific objectives for meeting agricultural migrant children's educational needs.
9. Number of days of inservice training provided for all agricultural migrant staff.

It was also felt that analysis of the following factors may provide usable information regarding the common characteristics of Groups I, II, and III:

1. Degree of school district familiarity with the function and potential of the MSRTS.
2. Degree of agricultural migrant student record availability by previous schools attended.

3. Number of school districts that have and do not have written goals and specific objectives for meeting agricultural migrant children's educational needs.
4. Degree of achieving district educational objectives for agricultural migrant children.
5. Determination of who is responsible for recording information pertinent to the agricultural migrant child.
6. Total cost per pupil.

The school districts in the study were divided into three groups, I, II, and III, previously defined. Groups I and II were compared on usage of the MSRTS as to the nine factors outlined by using chi-square tests and Yates' correction for continuity. Chi-square tests were computed for characteristics common to Groups I, II, and III, based on the six factors given above. For analysis of per pupil cost, one-way analysis of variance was used.

Senter stated that "the chi-square test is always used with discrete data (data merely enumerated or counted) that may be only nominally classified."[10] Chi-square is based on the difference between the frequencies observed in a particular sample and

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[10]R. J. Senter, Analysis of Data: Introductory Statistics for the Behavioral Sciences (Glenview, Illinois: Scott Foresman and Co., 1969), p. 346.

the frequencies that should occur "by virtue of some theoretical expectancy."[11]

The chi-square statistic is the sum of the squared discrepancy to expected frequency ratios for each cell, or

$$\chi^2 = \Sigma \frac{(f_o - f_e)^2}{f_e}$$

where

f_o = observed frequencies in a given cell,

f_e = frequency expected in the same cell, and

Σ = the sum of the $\frac{(f_o - f_e)^2}{f_e}$ ratios for every cell involved.

In some of the data there was the occurrence of low cell N's. Senter stated:

> Nearly all authorities agree that Yate's correction should be applied when χ^2 is being calculated from a table containing 'low' cell N's (for the f_e's) and almost everyone agrees that under these conditions of 'low' cell N's the correction yields a χ^2 value that better fits the probability values.[12]

Siegel, commenting on contingency tables with df larger than 1, stated: "When k (column) is larger than 2 (and thus df > 1), the χ^2 test may be used if fewer than 20 percent of the cells have an expected frequency of less than five and if no cell has an

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[11] Ibid., p. 347.

[12] Ibid., p. 380.

expected frequency of less than 1."[13] It is further suggested that "the researcher must combine adjacent categories in order to increase the expected frequency in the various cells."[14]

Variables

The dependent variable was usage (high, medium, and low). In all cases the dependent variable was based on the number of MSRTS forms requested by the school district. This process provided a request distribution range of 1 to 3.40; thus usage was determined according to the following intervals: low utilization, < 0.75; medium utilization, between .75 and 1.4; high utilization, > 1.4. These intervals represented naturally occurring break points in the plotted distribution of utilization.

The nine independent variables were: years of utilization of the MSRTS by school districts; number of school districts whose teachers have seen the MSRTS form; number of school districts whose teachers have used the MSRTS form; extent of cooperation between school districts and state regional offices; degree of school district familiarity with the functions and potential of the MSRTS; school district size; degree of record availability of previous schools attended; school districts that have written goals and objectives for meeting agricultural migrant children's educational

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[13]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), p. 110.

[14]Ibid.

needs; and the number of days of inservice training provided for all agricultural migrant staff.

Testing Null Hypotheses

The following null hypotheses were tested at the .05 confidence level using the chi-square statistic. Yates' correction for continuity was used where appropriate.

1. There will be no significant differences in usage of the MSRTS as to:
   a. Years of utilization.
   b. Number of school districts whose teachers have and have not seen the MSRTS form.
   c. Number of school districts whose teachers have and have not used the MSRTS form.
   d. Extent of cooperation between school districts and state regional offices.
   e. Degree of familiarity with the function and potential of the MSRTS.
   f. School district size.
   g. Degree of availability of agricultural migrant student records for previous schools attended.
   h. Number of school districts that have and do not have written goals and specific objectives to meet agricultural migrant children's educational needs.

1. Number of days for inservice training provided for all agricultural migrant staff by school districts.

2. There will be no significant differences among Groups I, II, and III as to:
   a. Degree of familiarity with the function and potential of the MSRTS.
   b. Degree of availability of agricultural migrant student records for previous schools attended.
   c. Number of school districts that have and do not have written goals and specific objectives to meet agricultural migrant children's educational needs.
   d. Degree of achieving district educational objectives for agricultural migrant children.
   e. Determination of who is responsible for recording information pertinent to the agricultural migrant child.
   f. Cost per pupil.

3. There will be no significant differences between Groups I and II as to:
   a. Disadvantages of the usage of the MSRTS.
   b. Advantages of the usage of the MSRTS.

c. Importance of ways of maximizing utilization of the MSRTS.

d. Purposes of MSRTS usage.

e. Problem areas connected with usage of the MSRTS.

f. Training classification (superior to poor) of district personnel directly involved with operation of the MSRTS.

g. Kind of inservice training provided for those individuals responsible for filling out MSRTS forms.

Specifically, the major objectives of the study were to:

1. Provide descriptive data on
   a. Those school districts that use and have an MSRTS terminal.
   b. Those school districts that use but do not have a terminal.
   c. Those school districts that have a high concentration of agricultural migrants but neither use nor have a terminal.
2. Determine the degree of utilization of MSRTS services in five states (Arizona, California, Colorado, New Mexico, and Texas).
3. Determine factors which may influence the use of the MSRTS.

Descriptive data obtained from responses to questions 4, 5, 6, 7, 9, 10, 17, 13, 15, 18, 19, 20, 25, and 26 were used to achieve objective 1, parts a and b. Questions 18, 19, 20, 25, and 26 were used to achieve objective 1, part c. The second objective of this study was achieved from the data obtained from responses to questions 1, 2, 3, 14, 17, 19, 22, 23, and 25. The third objective was achieved from the subhypotheses tested and ranked as to their significant relative strength of relationship as to usage.

Chapter 4

ANALYSIS OF DATA

The purpose of this chapter is to present the results of the analysis of data obtained from questionnaire responses. The first section pertains to the nine null subhypotheses for Groups I and II as related to usage of the Migrant Student Record Transfer System (MSRTS). Next, descriptive data for Groups I and II as to the school districts' perceptions of the MSRTS are presented. The third section contains the results obtained from testing the six null subhypotheses for Groups I, II, and III. Finally, a brief summary of the chapter is given.

The descriptive data presented in the second section provide the basis for analysis of tests of seven null subhypotheses in Appendix D. In addition, Appendix E contains a group of descriptive tables to amplify data presented on Groups I, II, and III (third section).

Analysis of Null Subhypotheses Concerning Usage

This section presents the results obtained from testing the nine null subhypotheses concerning Groups I and II. The dependent variable for these null subhypotheses was usage (high, medium, and low), based on the number of MSRTS forms requested by each school district. Usage was determined according to the

following intervals: low, < 0.75; medium, between 0.75 and 1.4; and high, > 1.4 (page 51). The independent variables were the nine factors (pages 47 and 48) corresponding to the nine null subhypotheses.

Null Subhypothesis 1a. There will be no significant differences in usage of the MSRTS as to years of utilization.

According to the data presented in Table 3, low and medium frequencies varied between one and three years, and three or more years of usage. After three or more years, low usage decreased and medium usage increased. The frequencies in the cells of high usage appeared not to differ with more years of usage.

Table 3

Years of Utilization of the MSRTS by Usage

Usage	Years 1-3		Years 3 or more		Total
High	6	(5.924)	7	(7.076)	13
Medium	18	(22.785)	32	(27.215)	50
Low	12	(7.291)	4	(8.709)	16
Total	36		43		79

df = 2

Calculated χ^2 = 7.435 Tabled χ^2 value = 5.99

*Significant at .05 confidence level.

Since the analysis revealed significant differences between years of utilization of the MSRTS by school districts as to usage, null subhypothesis 1a was rejected.

Null Subhypothesis 1b. There will be no significant differences in usage of the MSRTS as to number of school districts whose teachers have and have not seen the MSRTS form.

Table 4 shows the results of the analysis for this null subhypothesis. The chi-square test for two independent samples and Yates' correction for continuity yielded a chi-square statistic of 0.166 and was not significant. As a result, the null subhypothesis concerning the number of school districts whose teachers have seen the MSRTS form and those districts whose teachers have not seen the MSRTS form as to usage for this dependent variable was not rejected.

Table 4

Number of School Districts Whose Teachers Have Seen the MSRTS Form vs. Number of School Districts Whose Teachers Have Not Seen the MSRTS Form

Usage	Have seen MSRTS form	Have not seen MSRTS form	Total
High	12 (12.342)	1 (0.658)	13
Medium	48 (47.468)	2 (2.532)	50
Low	15 (15.190)	1 (0.810)	16
Total	75	4	79

df = 2

Calculated $\chi^2 = 0.166$ Tabled χ^2 value = 5.99

Not significant at .05 confidence level, but significant at .95.

Null Subhypothesis 1c. There will be no significant differences in usage of the MSRTS as to number of school districts whose teachers have and have not used the MSRTS form.

According to Table 5, the chi-square test for two independent samples and Yates' correction for continuity yielded a chi-square statistic of 0.138 and was not significant. As a result, the null subhypothesis concerning the number of school districts whose teachers have used the MSRTS form and those school districts whose teachers have not used the MSRTS form as to usage for this independent variable was not rejected.

Table 5

Number of School Districts Whose Teachers Have Used the MSRTS Form vs. the Number of School Districts Whose Teachers Have Not Used the MSRTS Form

Usage	Districts where teachers have used the MSRTS form	Districts where teachers have not used the MSRTS form	Total
High	11 (11.025)	2 (1.975)	13
Medium	43 (42.405)	7 (7.595)	50
Low	13 (13.570)	3 (2.430)	15
Total	67	12	79

df = 2

Calculated $\chi^2 = 0.138$ Tabled χ^2 value = 5.99

Not significant at .05 confidence level, but significant at .95.

Null Subhypothesis 1d. There will be no significant differences in usage of the MSRTS as to extent of cooperation between school districts and state regional offices.

Table 6 shows the data relevant to this null subhypothesis. The chi-square test computed for this independent variable disclosed no significant difference between the school districts' extent of cooperation and the cooperation of state regional offices. The chi-square test yielded a value of 1.000, which was not significant. Even after combining cells, items 4 and 5, to increase the frequencies per cell, did not increase the chi-square statistic value. As a result, null subhypothesis 1d was not rejected.

Table 6

Extent of Cooperation Between School Districts and State Regional Offices on Usage of the MSRTS

Usage	Most cooperative 1	Less cooperative 5	Total
High	8 (7.899)	5 (5.101)	13
Medium	32 (30.380)	18 (19.620)	50
Low	8 (9.722)	8 (6.278)	16
Total	48	31	79

df = 2

Calculated χ^2 = 1.000 Tabled χ^2 value = 5.99

Not significant at .05, but significant at .70.

Null Subhypothesis 1e. There will be no significant differences in usage of the MSRTS as to degree of familiarity with function and potential of the MSRTS.

This null subhypothesis was tested using chi-square. Results are shown in Table 7. Item 4, consisting of low, medium, and high, was deleted due to zero frequencies in each cell. The calculated chi-square statistic of 0.957 was not significant. As a result, the null subhypothesis for school districts' degree of familiarity with the function and potential of the MSRTS was not rejected.

Table 7

School Districts' Degree of Familiarity with the Function and Potential of the MSRTS

Usage	Very familiar	Less familiar	Total
High	5 (4.608)	8 (8.392)	13
Medium	19 (17.722)	31 (32.278)	50
Low	4 (5.671)	12 (10.329)	16
Total	28	51	79

df = 2

Calculated χ^2 = 0.957 Tabled χ^2 value = 5.99

Not significant at .05 confidence level, but significant at .70.

Null Subhypothesis 1f. There will be no significant differences in usage of the MSRTS as to school district size.

Table 8 shows the summary relevant to this null subhypothesis. The chi-square statistic and Yates' correction for continuity produced a chi-square value of 1.815, which failed to exceed the critical value of 15.51 required for significance at the .05 level. As a result, null subhypothesis 1f was not rejected.

Table 8

School District Size as Related to Utilization of the MSRTS

Usage	Size[a] 1	2	3	4	5	Total
High	1 (0.987)	2 (2.633)	5 (4.114)	3 (2.797)	2 (2.468)	13
Medium	3 (3.797)	12 (10.127)	17 (15.823)	9 (10.759)	9 (9.494)	50
Low	2 (1.215)	2 (3.241)	3 (5.063)	5 (3.443)	4 (3.038)	16
Total	6	16	25	17	15	79

[a]Size of school districts: (1) 12,001 or more; (2) 4,001-12,000; (3) 1,201-4,000; (4) 601-1,200; (5) 1-600.

df = 8

Calculated χ^2 = 1.815 Tabled χ^2 value = 15.51

Not significant at .05 confidence level, but significant at .99.

Null Subhypothesis 1g. There will be no significant differences in usage of the MSRTS as to degree of availability of agricultural migrant student records for previous schools attended.

Table 9 shows the data relevant to record availability for previous school districts attended. The chi-square analysis resulted in a value of 0.390, which did not exceed the critical value of 5.99 required for significance at the .05 level. Therefore, null subhypothesis 1g was not rejected.

Table 9

Degree of Agricultural Migrant Records' Availability for Previous School Districts Attended

Usage	High availability 1	Low availability 2	Total
High	4 (4.608)	9 (8.392)	13
Medium	19 (17.722)	31 (32.278)	50
Low	5 (5.671)	11 (10.329)	16
Total	28	51	79

df = 2

Calculated $\chi^2 = 0.390$ Tabled χ^2 value = 5.99

Not significant at .05 confidence level, but significant at .90.

Null Subhypothesis 1h. There will be no significant differences in usage of the MSRTS as to the number of school districts that have and do not have written goals and specific objectives to meet agricultural migrant children's educational needs.

The data relevant to this null subhypothesis are shown in Table 10. The chi-square analysis produced a value of 2.772, which was not significant. As a result, the null subhypothesis for school districts having written goals and specific objectives for agricultural migrant children's educational needs as compared to those school districts which had no such goals and objectives was not rejected as related to utilization of the MSRTS.

Table 10

Number of School Districts That Have Written Goals and Specific Objectives vs. Those School Districts That Do Not Have Written Goals and Specific Objectives

Usage	Districts having written goals 1	Districts not having written goals 2	Total
High	6 (6.911)	7 (6.089)	13
Medium	30 (26.582)	20 (23.418)	50
Low	6 (8.605)	10 (7.494)	16
Total	42	37	79

df = 2

Calculated χ^2 = 2.772 Tabled χ^2 value = 5.999

Not significant at .05 confidence level, but significant at .30.

Null Subhypothesis 11. There will be no significant differences in usage of the MSRTS as to number of days for inservice training provided for all agricultural migrant staff by school districts.

Table 11 shows that no significant difference was found for inservice training by school districts. The chi-square analysis provided a value of 3.227. As a result, the null subhypothesis was not rejected.

Table 11

Number of Days Provided of Inservice Training by School Districts for All Agricultural Migrant Staff

Usage	Days[a]		Total
	More than a week (1-2-3)	Less than a week (4)	
High	5 (7.076)	8 (5.924)	13
Medium	31 (27.215)	19 (22.785)	50
Low	7 (8.709)	9 (7.291)	16
Total	43	36	79

[a]Based on number of hours of inservice training: (1) 16 or more; (2) 11-15; (3) 6-10; (4) 0-5.

df = 2

Calculated $\chi^2 = 3.227$ Tabled χ^2 value = 5.99

Not significant at .05 confidence level, but significant at .20.

Descriptive Data for Groups I and II

The descriptive data presented in this section may be used to aid in the interpretation of the results of testing the nine null subhypotheses previously presented. These data relate to perceptions of the MSRTS by the school districts of Groups I and II. The following are ranked results with regard to:

1. Disadvantages of the MSRTS.
2. Advantages of the MSRTS.
3. Importance of ways of maximizing utilization of the MSRTS.
4. Major purposes in using the MSRTS.
5. Problem areas connected with usage of the MSRTS.

The presentation of each item begins with a restatement of the pertinent question from the questionnaire (Appendix B). Each item was ranked in the order of least importance (1) to most important (N). Chi-square tests were computed for the results and are included in Appendix D.

Disadvantages

Question 9. Please rank order the following disadvantages with regard to utilization of the MSRTS in your district. (Assign 1 to the most important, 2 to the next most important, etc.).

(1) ___ Too expensive for our district to participate in the MSRTS.
(2) ___ Requires additional personnel.
(3) ___ Does not meet our district needs.
(4) ___ Provides inaccurate information.
(5) ___ Consumes time spent by administrators and teachers to enroll pupils.

The results of the ranked disadvantages with regard to the utilization of the MSRTS by Groups I and II are in agreement (Table 12). The two groups did not differ in their rankings, indicating that the least important disadvantage was item 2, requiring additional personnel. The most important disadvantage was item 5, consuming time spent by administrators and teachers to enroll pupils.

Table 12

Ranked Disadvantages with Regard to Utilization of the MSRTS as Indicated by Groups I and II

Group	Frequency	Item[a] 1		2		3		4		5	
I	1	0	0	1	1	2	2	4	4	10	10
	2	8	16	6	12	2	4	1	2	0	0
	3	4	12	1	3	5	15	3	9	4	12
	4	2	8	3	12	5	20	6	24	1	4
	5	3	15	6	30	3	15	3	15	2	10
	Total	17		17		17		17		17	
			51		58		56		54		36
					1[b]						5[c]
II	1	7	7	1	1	7	7	8	8	25	25
	2	13	26	13	26	12	24	11	22	2	4
	3	15	45	14	42	10	30	4	12	8	24
	4	6	20	11	48	12	48	13	52	7	28
	5	11	40	9	45	9	45	10	50	5	25
	Total	52		49		51		46		47	
			158		162		154		144		82
					1[b]						5[c]

[a]Item (1) Too expensive for our district to participate in the MSRTS; (2) Requires additional personnel; (3) Does not meet our district needs; (4) Provides inaccurate information; (5) Consumes time spent by administrators and teachers to enroll pupils.

[b]Least important: item (2).

[c]Most important: item (5).

Advantages

Question 10. Please rank order the following advantages with regard to utilization of the MSRTS in your district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.etc).

(1) ___ Improving the accuracy of information needed for policy determination and research.
(2) ___ Helping to avoid duplication and repetition of subject matter.
(3) ___ Conserving the time spent by administrators and teachers to enroll pupils.
(4) ___ Providing reliable data for permanent school records.
(5) ___ Helping schools plan for the movement of pupils and for the size of enrollment.

The ranked advantages of Groups I and II differed, as shown in Table 13. Group I indicated that the least important advantage of the MSRTS was item 5, helping schools plan for the movement of pupils and for the size of enrollment. The most important advantage for Group I was item 3, conserving the time spent by administrators and teachers to enroll pupils. Group II differed from Group I in ranking the least important advantage of the MSRTS as item 1, improving the accuracy of information needed for policy determination and research. For Group II, the most important advantage was item 4, providing reliable data for permanent school records.

Ways for Maximizing Utilization

Question 11. Please rank order the following ways you feel it is important to maximize the utilization of the MSRTS in your school district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).

(1) ___ More training for teachers in the usage of the MSRTS form.
(2) ___ More district supervisory personnel available to assist teachers in the usage of MSRTS forms.

Table 13

Ranked Advantages with Regard to Utilization of the MSRTS as Indicated by Groups I and II

Group	Frequency	Item[a] 1		2		3		4		5	
I	1	2	2	5	5	5	5	5	5	0	0
	2	4	4	3	6	5	10	4	8	1	2
	3	1	3	2	6	4	12	2	6	8	24
	4	9	36	5	20	1	4	1	4	1	4
	5	1	5	2	10	2	10	5	25	7	35
	Total	17		17		17		17		17	
			50		47		41 M[b]		48		65 L[c]
II	1	4	4	10	10	11	11	14	14	9	9
	2	12	24	12	24	10	20	11	22	7	14
	3	6	18	9	27	10	30	10	30	16	48
	4	28	112	13	52	6	24	5	20	3	12
	5	6	30	9	45	14	70	8	40	14	70
	Total	56		53		52		48		48	
			188 L[d]		158		155		126 M[e]		150

[a]Item (1) Improving the accuracy of information needed for policy determination and research; (2) Helping to avoid duplication and repetition of subject matter; (3) Conserving the time spent by administrators and teachers to enroll pupils; (4) Providing reliable data for permanent school records; (5) Helping schools plan for the movement of pupils and for the size of enrollment.

[b]Most important; item (3). [c]Least important; item (5).

[d]Least important; item (1). [e]Most important; item (4).

(3) ___ More training for administrators in the usage of the MSRTS forms.
(4) ___ Training of more terminal operations and records clerks.
(5) ___ Provide school nurses with specific training in the usage of the MSRTS forms.

In ranking the ways for maximizing utilization of the MSRTS, Groups I and II differed in perceptions of the least important way (Table 14). Group I indicated that it considered item 5, provide school nurses with specific training in the usage of the MSRTS forms, as the least important way. Group II indicated that item 2, more district supervisory personnel available to assist teachers in the usage of MSRTS forms, was the least important way. However, both groups agreed that the most important way to maximize utilization of the MSRTS was item 1, more training of teachers in the usage of the MSRTS form.

Purposes of Utilization

Question 12. For what purpose do you use the MSRTS in your district? Please rank order the following uses. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
(1) ___ To aid administrative decision-making.
(2) ___ To keep current the demographic distribution of agricultural students in our district.
(3) ___ To obtain data which will aid in planning individualized instruction.
(4) ___ To ascertain pattern of agricultural migrant students' needs.
(5) ___ To facilitate program planning for agricultural migrant students.

As shown in Table 15, both groups differed with regard to the item of least importance for the purpose of using the MSRTS, but they agreed on the most important purpose for utilization.

Table 14

Ranked Ways for Maximizing Utilization of the MSRTS by Groups I and II

Group	Frequency	Item[a] 1		2		3		4		5	
I	1	9	9	5	5	1	1	2	2	0	0
	2	2	4	2	4	7	14	5	10	1	2
	3	2	6	2	6	5	15	5	15	3	9
	4	3	12	1	4	3	12	3	12	7	28
	5	1	5	7	35	1	5	2	10	6	30
	Total	17		17		17		17		17	
			36		54		45		49		69
			[b]								[c]
II	1	19	19	11	11	11	11	7	7	4	4
	2	6	12	11	22	10	20	9	18	11	22
	3	6	18	10	30	7	21	18	54	10	30
	4	17	68	4	16	6	24	12	48	11	48
	5	6	30	17	85	15	75	5	25	11	55
	Total	54		53		51		51		48	
			147		164		155		152		159
			[d]		[e]						

[a]Item (1) More training for teachers in the usage of the MSRTS forms; (2) More district supervisory personnel available to assist teachers in the usage of MSRTS forms; (3) More training for administrators in the usage of the MSRTS forms; (4) Training of more terminal operations and records clerks; (5) Provide school nurses with specific training in the usage of the MSRTS forms.

[b]Most important: Item (1). [c]Least important: Item (5).

[d]Most important: Item (1). [e]Least important: Item (2).

Table 15

Ranked Purposes for Which Groups I and II Use the MSRTS

Group	Frequency	Item[a] 1		2		3		4		5	
I	1	2	2	0	0	1	1	4	4	10	10
	2	2	4	1	2	1	2	7	14	6	12
	3	11	33	1	3	2	6	3	9	0	0
	4	2	8	8	24	7	28	1	4	0	0
	5	0	0	7	35	7	35	2	10	1	5
	Total	17		17		18		17		17	
			47		64		72 L[b]		41		27 M[c]
II	1	6	6	2	2	4	4	17	17	21	21
	2	15	30	3	6	1	2	12	24	20	40
	3	18	54	9	27	12	36	8	24	5	15
	4	7	28	24	96	17	68	5	20	1	4
	5	11	55	17	85	18	90	6	30	2	10
	Total	57		55		52		48		49	
			173		216 L[d]		200		115		90 M[e]

[a]Item (1) To aid administrative decision-making; (2) to keep current the demographic distribution of agricultural migrant students in our district; (3) to obtain data which will aid in planning individualized instruction; (4) To ascertain pattern of agricultural migrant students' needs; (5) To facilitate program planning for agricultural migrant students.

[b]Least important; item (3). [c]Most important; item (5).

[d]Least important; item (2). [e]Most important; item (5).

Group I ranked as the least important purpose item 3, to obtain data which will aid in planning individualized instruction, while Group II ranked as the least important purpose item 2, to keep current the demographic distribution of agricultural migrant students in our district. However, both groups agreed that item 5, to facilitate program planning for agricultural migrant students, was the most important purpose for which they used the MSRTS.

Problems Connected with Utilization

Question 13. Below are possible problem areas connected with the usage of the MSRTS services. Please rank order the following which may influence the effectiveness of the MSRTS in your district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).

(1) ___ Insufficient liaison between the terminal and the MSRTS Center.
(2) ___ Slow feedback from the MSRTS Center.
(3) ___ Insufficient district budget allocation for services desired.
(4) ___ Errors in input documents (district-caused errors).
(5) ___ Errors in output documents (MSRTS Center-caused errors).

As Table 16 shows, in ranking the least important problems connected with usage of the MSRTS, Groups I and II indicated that item 2 (slow feedback from the MSRTS Center) and item 3 (insufficient district budget allocation for services desired), respectively, were the least important problems connected with usage of the MSRTS. For the most important problem, Group I ranked item 5, errors in output documents (MSRTS Center-caused errors), as highest in importance. Group II found item 1, insufficient

Table 16

Ranked Problems Connected with Usage of the MSRTS as Indicated by Groups I and II

Group	Frequency	Item[a] 1		2		3		4		5	
I	1	1	1	3	3	2	2	4	4	7	7
	2	4	8	3	6	3	6	5	10	2	4
	3	5	15	2	6	4	12	1	3	5	15
	4	5	20	5	20	5	20	1	4	1	4
	5	2	10	4	20	3	15	6	30	2	10
	Total	17		17		17		17		17	
			54		55 L[b]		55		51		40 M[c]
II	1	16	16	17	17	8	8	7	7	5	5
	2	21	42	16	32	7	14	4	8	4	8
	3	7	21	7	21	12	36	10	30	16	48
	4	7	28	7	28	13	52	19	76	6	24
	5	6	30	9	45	14	70	9	45	17	85
	Total	57		56		54		49		48	
			137 M[d]		143		180 L[e]		166		166

[a]Item (1) Insufficient liaison between the terminal and the MSRTS Center; (2) Slow feedback from the MSRTS Center; (3) Insufficient district budget allocation for services desired; (4) Errors in input documents (district-caused errors); (5) Errors in output documents (MSTYS Center-caused errors).

[b]Least important; item (2). [c]Most important; item (5).

[d]Most important; item (1). [e]Least important; item (3).

liaison between the terminal and the MSRTS Center, as its major problem with regard to usage of the MSRTS.

Inservice Training

Question 15. What kind of inservice training for those individuals responsible for filling out the MSRTS forms does your district provide?

(1) ___ College workshops
(2) ___ District workshops
(3) ___ School building level workshops
(4) ___ Regional workshops
(5) ___ State workshops

From the data provided in Table 17, it appears that the kinds of inservice training for individuals responsible for filling out MSRTS forms by school districts in Groups I and II are emphasized in the following major areas: district workshops, school building level workshops, and regional workshops. State workshops had the least number of school districts participating, and no school districts participated in college workshops. The data indicate that Group I had eight school districts participating in state workshops. This may be attributed to the training of terminal operators, but this is not so for Group II where no terminal sites are located within the school districts.

Chi-square was computed on the number of school districts participating in the five kinds of inservice training workshops, and results are included in Appendix D.

Table 17

Kinds of Inservice Training for Individuals Responsible for Filling out MSRTS Forms in Groups I and II

Group	Kinds of training	Number of school districts participating
I	1. College workshops	0
	2. District workshops	11
	3. School building level workshops	10
	4. Regional workshops	14
	5. State workshops	8
	Total	43
II	1. College workshops	0
	2. District workshops	22
	3. School building level workshops	19
	4. Regional workshops	45
	5. State workshops	9
	Total	95

Analysis of Null Subhypotheses Concerning Differences Among Groups I, II, and III

The null subhypotheses tested and reported in this section pertain to differences among Groups I, II, and III. They were formulated on the basis of factors previously mentioned (pages 48 and 49) which were considered possible sources of information regarding characteristics common to these groups. These factors were:

1. Degree of school district familiarity with the function and potential of the MSRTS.
2. Degree of agricultural migrant student record availability by previous schools attended.
3. Number of school districts that have and do not have written goals and specific objectives for meeting agricultural migrant children's educational needs.
4. Degree of achieving district educational objectives for agricultural migrant children.
5. Determination of who is responsible for recording information pertinent to the agricultural migrant child.
6. Total cost per pupil.

The six null subhypotheses formulated were tested using chi-square except for null subhypothesis 2f (factor 6) concerning cost per pupil. One-way analysis of variance was computed for null subhypothesis 2f.

It will be noted that the first three of these null subhypotheses are simply extensions of null subhypotheses 1e, 1g, and 1h from the nine null subhypotheses presented in the first section of this chapter. The first group of null subhypotheses pertained only to Groups I and II, whereas this second group pertains to Groups I, II, and III.

Null Subhypothesis 2a. There will be no significant differences among Groups I, II, and III as to degree of familiarity with the function and potential of the MSRTS.

Data pertinent to this null subhypothesis are shown in Table 18. The chi-square test resulted in a value of 64.688, which was significant at the .05 confidence level in that it exceeded the tabled chi-square value of 9.49. Therefore, the null subhypothesis was rejected.

Table 18

Degree of Familiarity of Groups I, II, and III with the Function and Potential of the MSRTS

Group	Very familiar 1-2	Familiar 3	Relatively unfamiliar 4-5	Total
I	14 (8.547)	4 (4.273)	0 (5.180)	18
II	41 (28.964)	18 (14.482)	2 (17.554)	61
III	11 (28.489)	11 (14.245)	38 (17.266)	60
Total	66	33	40	139

df = 4

Calculated χ^2 = 64.688 Tabled χ^2 value = 9.49

*Significant at .05 confidence level.

Null Subhypothesis 2b. There will be no significant differences among Groups I, II, and III as to degree of availability of agricultural migrant student records for previous schools attended.

Data pertinent to this null subhypothesis are shown in Table 19. To test the hypothesis, the chi-square test was computed for all three groups to determine if there were significant differences. The chi-square test yielded a value of 5.822, which was not significant. Thus, null subhypothesis 2b was not rejected.

Table 19

Degree of Agricultural Migrant Student Records' Availability for Previous School Districts Attended for Groups I, II, and III

Group	Always available 1	3	Seldom available 4-5	Total
I	3 (2.201)	2 (4.921)	13 (10.878)	18
II	4 (7.460)	20 (16.676)	37 (36.863)	61
III	10 (7.338)	16 (16.403)	34 (36.259)	60
Total	17	38	84	139

df = 4

Calculated χ^2 = 5.822 Tabled χ^2 value = 9.49.

Significant at .30.

Null Subhypothesis 2c. There will be no significant differences among Groups I, II, and III as to number of school districts that have and do not have written goals and specific objectives to meet agricultural migrant children's educational needs.

Table 20 presents the data pertinent to this null subhypothesis. The chi-square test for the three groups resulted in a chi-square value of 32.255, which was significant. As a result, the null subhypothesis concerning school districts which have and do not have written goals and specific objectives was rejected. Furthermore, the data revealed that thirty-six of the seventy-nine school districts for Groups I and II do not have specific written goals and objectives to meet agricultural migrant student needs.

Table 20

Number of School Districts for Groups I, II, and III That Have Written Goals and Specific Objectives vs. Those That Do Not Have Written Goals and Specific Objectives

Group	Districts having written goals	Districts not having written goals	Total
I	9 (6.216)	9 (11.784)	18
II	34 (21.065)	27 (39.935)	61
III	5 (20.719)	55 (39.281)	60
Total	48	91	139

df = 2

Calculated χ^2 = 32.255 Tabled χ^2 = 5.99

Significant at .05 confidence level.

Null Subhypothesis 2d. There will be no significant differences among Groups I, II, and III as to the degree of achieving district educational objectives for agricultural migrant children.

Data relevant to this null subhypothesis are shown in Table 21. The chi-square test yielded a value of 10.230, which was significant. As a result, null subhypothesis 2d concerning the degree of achievement of educational objectives for agricultural migrant children was rejected.

Table 21

Degree of Achievement by Groups I, II, and III of District Educational Objectives for Agricultural Migrant Children

Group	All the time 1-2	3	Seldom 4-5	Total
I	9 (5.861)	7 (7.446)	0 (2.693)	16
II	22 (20.515)	26 (26.059)	8 (9.426)	56
III	6 (10.624)	14 (13.495)	9 (4.881)	29
Total	37	47	17	101

df = 4

Calculated χ^2 = 10.230 Tabled χ^2 value = 9.49

*Significant at .05 confidence level.

Seventeen of the 101 school districts of Groups I, II, and III that responded indicated that they seldom achieved their educational objectives for agricultural migrant children. Furthermore,

the data indicate that of the 139 possible responses, thirty-eight failed to respond to this question.

Null Subhypothesis 2e. There will be no significant differences among Groups I, II, and III as to determination of who is responsible for recording information pertinent to the agricultural migrant child.

Table 22 presents the data for this null subhypothesis. To test the subhypothesis, a chi-square test was computed and yielded a chi-square value of 30.744, which was significant. Therefore, this null subhypothesis concerning the determination of who is responsible for recording information pertinent to the agricultural migrant child was rejected.

Table 22

Determination of Who Is Responsible for Recording Information Pertinent to the Agricultural Migrant Child by Groups I, II, and III

Group	Individuals responsible[a]			Total
	1	2,3,4	5	
I	0 (2.466)	4 (4.802)	13 (9.733)	17
II	2 (8.847)	14 (17.229)	45 (34.924)	61
III	17 (7.687)	19 (14.969)	17 (30.344)	53
Total	19	37	75	131

df = 4

Calculated χ^2 = 30.744 Tabled χ^2 = 9.49

*Significant at .05 confidence level.

[a](1) Principal; (2) Teacher; (3) Teacher aide; (4) Teacher and teacher aide; (5) Teacher, nurse, and record transfer clerk.

Null Subhypothesis 2f. There will be no significant differences among Groups I, II, and III as to cost per pupil.

Table 23 presents the data relevant to this null subhypothesis. Testing by using one-way analysis of variance yielded an F ratio of 3.11, which was significant at the .05 level of confidence. As a result, the null subhypothesis concerning cost per pupil for Groups I, II, and III was rejected.

Table 23

Analysis of Variance for District Cost per Pupil for Groups I, II, and III

Source	df	SS	MS	F
Between groups	2	560395.67	280197.84	3.11*
Within groups	110	9918656.48	90169.60	
Total	112	9479052.15		

*Significant at the .05 confidence level.

Since the null subhypothesis was rejected, investigation of the responses or response treatment combinations responsible for subhypothesis rejection were investigated via simultaneous confidence intervals. "Scheffé suggests computing confidence intervals for some $\alpha' > \alpha$ if the F-test for the original hypothesis Ho was

rejected at the significance level."[1] Thus, $\alpha = .10$ was used for calculation of confidence intervals. The confidence intervals of the data identified Groups I and III as significant. The means of the groups are: Group I, $659.98; Group II, $775.76; Group III, $863.40. This is shown graphically in the following figure.

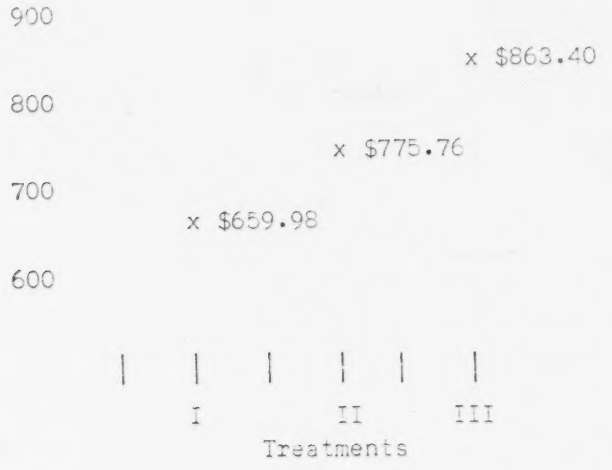

Figure 2

Group Means for Pupil Costs

Summary

The results obtained from testing the nine null sub-hypotheses as to usage of the MSRTS by Groups I and II were presented in the first main section of this chapter. Null sub-hypothesis 1a, concerning years of utilization, was significant

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[1]Boyd C. Trivett, "Interactive A Programming Language (APL)" (Las Cruces, New Mexico: New Mexico State University [n.d.]), p. 54.

at the .05 confidence level. As a result, this null subhypothesis was rejected. Null subhypotheses 1b through 1i were not rejected, indicating no significant differences among high, medium, and low usage of the MSRTS. Calculated and chi-square values were presented, in addition to the confidence levels at which the calculated results would be significant.

In the second section, descriptive data pertinent to Groups I and II were presented (Tables 12, 13, 14, 15, 16, and 17). These data were rank ordered and provided the basis for the computation of test results by chi-square (Appendix D).

A second group of null subhypotheses was presented in the third section. This group contained data concerning characteristics common to Groups I, II, and III. Five null subhypotheses were subjected to chi-square tests, and the sixth was computed using one-way analysis of variance (cost per pupil). Five of the null subhypotheses were significant at the .05 confidence level; null subhypothesis 2b (degree of availability of agricultural migrant student records for previous schools attended) was significant at .30.

Chapter 5

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study, including a review of the problem, procedures, and findings. Implications based on the study findings are discussed. Finally, recommendations as to implementation, personnel training, and evaluation procedures in reference to agricultural migrant education are then presented.

Summary

In this section, the problem, development of the instrument used for collection of data, and methodology are reviewed. The study's null subhypotheses are then listed and discussed with emphasis as to the degree of usage of the Migrant Record Transfer System (MSRTS) by Groups I and II, and as to various common characteristics for Groups I, II, and III.

The Problem

The problem was twofold: (1) to determine to what degree public school districts in five states with heavy migrant populations utilize the services made available by the MSRTS, and (2) to identify and describe some factors which may influence future usage of MSRTS services in the five states. The five states were

identified as Arizona, with 61,274 migrants; California, 177,072; Colorado, 19,370; New Mexico, 30,753; and Texas, 239,796.[1]

Procedures

An extensive review of the literature failed to reveal an existing instrument for this study. Therefore, it was necessary to develop an original survey instrument to measure the degree of MSRTS usage and to identify factors which may influence its usage.

The population for the study during the academic year 1971-72 was defined as all school districts in five states (Arizona, California, Colorado, New Mexico, and Texas) having high concentrations of migrant children and verified by the MSRTS Center as being actual participants in the system. However, for Group III state directors of migrant education in each of the five states are still attempting to identify the more "potentially eligible" school districts having high migrant concentrations.

Twenty-eight questionnaires were sent to school districts in Group I, 100 to Group II, and 200 to Group III. The final sample comprised eighteen in Group I, sixty-one in Group II, and sixty in Group III. Data obtained by the questionnaire were subjected either to chi-square tests and one-way analysis of variance or were categorized and presented using tables.

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[1]U.S., Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor, The Migratory Farm Labor Problem in the United States, 91st Cong., 1st Sess., 1969 (Washington: Government Printing Office, 1969), pp. 115-28.

Null Subhypotheses and Findings

In order to present the findings as methodically and briefly as possible, the data were categorized as follows: (1) null subhypotheses as to usage of the MSRTS by Groups I and II; (2) descriptive perceptions of Groups I and II; (3) null subhypotheses as to usage, training, and other factors by Groups I, II, and III; (4) null subhypotheses as to descriptive perceptions of Groups I and II; and (5) descriptive perceptions among Groups I, II, and III. Of these groups, the first three were presented in Chapter 4; the remaining two are presented in Appendices D and E, respectively. A summary of all null subhypotheses is presented in Table 24, with corresponding levels of significance. Discussion of null subhypotheses for Groups I and II (category 1) and null subhypotheses for Groups I, II, and III (category 3) is presented below.

Null Subhypothesis 1a. According to the data presented in Table 3 (page 57), the calculated chi-square value for this null subhypothesis yielded a statistic significant at the .05 confidence level. This may be interpreted as indicating that school districts tended to utilize the MSRTS services more fully after three or more years of usage.

Twelve of the sixteen school districts that indicated low usage during the period of one to three years of MSRTS participation seemed to have improved so that only four school districts still had low usage after three years or more of participation. School districts having high usage tended to remain stable during

Table 24

Summary of Null Subhypotheses and Levels of Significance

Category and number	Null subhypothesis	Significant at indicated level
Usage (Groups I and II)		
1.	There will be no significant differences in usage of the MSRTS as to:	
a.	Years of utilization.	.05
b.	Number of school districts whose teachers have and have not seen the MSRTS form.	.95
c.	Number of school districts whose teachers have and have not used the MSRTS form.	.95
d.	Extent of cooperation between school districts and state regional offices.	.70
e.	Degree of familiarity with function and potential of the MSRTS.	.70
f.	School district size.	.99
g.	Degree of availability of agricultural migrant student records for previous schools attended.	.90
h.	Number of school districts that have and do not have written goals and specific objectives to meet agricultural migrant children's educational needs.	.30
i.	Number of days for inservice training provided for all agricultural migrant staff by school districts.	.20
Usage, perceptions, etc. (Groups I, II, III)		
2.	There will be no significant differences among Groups I, II, and III as to:	
a.	Degree of familiarity with the function and potential of the MSRTS.	.05
b.	Degree of availability of agricultural migrant student records for previous schools attended.	.30
c.	Number of school districts which have and do not have written goals and specific objectives to meet agricultural migrant children's educational needs.	.05
d.	Degree of achieving district educational objectives for agricultural migrant children.	.05

Table 24 (continued)

Category and number	Null subhypothesis	Significant at indicated level
	e. Determination of who is responsible for recording information pertinent to the agricultural migrant child.	.05
	f. Cost per pupil.	.05
Descriptive perceptions (Groups I and II)		
3.	There will be no significant differences between Groups I and II as to:	
	a. Disadvantages of the usage of the MSRTS.	.90
	b. Advantages of the usage of the MSRTS.	.10
	c. Importance of ways of maximizing utilization of the MSRTS.	.20
	d. Purposes of MSRTS usage.	.70
	e. Problem areas connected with usage of the MSRTS.	.20
	f. Training classification (superior to poor) of district personnel directly involved with operation of the MSRTS.	.90
	g. Kind of inservice training provided for those individuals responsible for filling out MSRTS forms.	.30

the period of one to three years and three years or more of usage. There were eighteen districts indicating medium usage during the period of one to three years. However, there was an increased number (thirty-two) of school districts that indicated greater usage of the MSRTS after participating three or more years.

Null subhypothesis 1b. School districts whose teachers had seen the MSRTS form and those school districts had not seen it did not differ significantly in usage. Only four school districts of the seventy-nine sampled in Groups I and II indicated that their teachers had not seen the MSRTS form. One school district that fell in the category of high usage indicated that its teachers had not seen the form. Two school districts that fell in medium usage indicated that its teachers had not seen the MSRTS form, and one school district in low usage indicated that its teachers had not seen the MSRTS form.

Null subhypothesis 1c. No significant differences were found between school districts of Groups I and II whose teachers had used the MSRTS form and those school districts whose teachers had not used it. Twelve school districts, two of high usage, seven of medium usage, and three of low usage, were the school districts whose teachers had not used the MSRTS form. It appears that school districts whose teachers had not used the MSRTS form might be reidentifying areas of weaknesses or strengths of agricultural migrant children that have already been identified.

Null subhypothesis 1d. There were no significant differences between school districts and state regional offices of Groups I and II as to usage. Forty-eight school districts of high, medium, and low usage indicated that the relationship between school district and regional office was "most cooperative." However, thirty-one school districts indicated this relationship to be "less cooperative." Of the school districts indicating low usage, eight of the sixteen found the relationship between school district and the state regional office to be "most cooperative" and eight found it to be "less cooperative."

Null subhypothesis 1e. There were no significant differences between school districts' degree of familiarity of Groups I and II with the functions and potential of the MSRTS as to usage. A total of twenty-eight school districts of high, medium, and low usage indicated they were "very familiar" with the functions and potential of the MSRTS, whereas fifty-one indicated they were "less familiar." It appears that if more training of agricultural migrant staff in the fifty-one school districts were to be implemented greater utilization of the MSRTS might be achieved.

Null subhypothesis 1f. There were no significant differences between school district sizes of Groups I and II as related to utilization of the MSRTS. It appears that size has no effect on usage of the MSRTS. However, by inspection of Table 8 (page 62)

it seems that school districts of size 1,201 to 4,000, representing twenty-five of the seventy-nine school dictricts, utilize the system more than school districts of size 12,001 or more or small school districts of size 600 or less.

Null subhypothesis 1g. There were no significant differences in the degree of agricultural migrant record availability for previous school districts attended. The data revealed that fifty-one of the seventy-nine school districts had "low" record availability. The literature further supports the fact that most school districts that have agricultural migrants enrolled have problems of "low" record availability for previous school districts attended.

Null subhypothesis 1h. The chi-square test indicated that there were no significant differences between the school districts of Groups I and II that had written goals and specific objectives and those that did not have such goals and objectives to meet the educational needs of agricultural migrant children as to usage. Thirty-seven school districts of the seventy-nine had no written goals and objectives, and forty-two indicated they had. However, only eleven school districts enclosed copies with the return questionnaire, as requested. It appears that those districts which do not have written goals and specific objectives would have difficulties in improving educational needs without some kind of guidance or purpose.

Null subhypothesis 1i. There were no significant differences between school districts in Groups I and II as to the number of days of inservice training provided for all agricultural migrant staff. Forty-three school districts of high, medium, and low usage provided more than a week of inservice training, and thirty-six provided less than a week of inservice training for the academic school year 1971-72. Also, nine of the school districts with low utilization had less than one week of inservice training, while eight school districts of high utilization also provided less than one week of training.

The following null subhypotheses pertain to usage, perceptions, and other factors for Groups I, II, and III.

Null subhypothesis 2a. There were significant differences among Groups I, II, and III as to the degree of familiarity with the functions and potential of the MSRTS. In Group I, all eighteen school districts were in the range of familiar to very familiar. In Group II, fifty-nine of the sixty-one school districts indicated they were in the range of familiar to very familiar, with two indicating relative unfamiliarity. In Group III, twenty-two of sixty school districts were in the range of familiar to very familiar, but twenty of these districts were transferred from Groups I and II because of their non-utilization of the MSRTS services by the criteria established as to how usage was defined in this study. Thirty-eight school districts in

Group III were relatively unfamiliar with the functions and potential of the MSRTS.

Null subhypothesis 2b. There were no significant differences among school districts of Groups I, II, and III as to the availability of agricultural migrant student records from previous school districts. The literature confirms the fact that record availability for previous school districts attended is a problem for which a solution has not yet been found.

Null subhypothesis 2c. The chi-square test indicated that there were significant differences among Groups I, II, and III with regard to whether they have or do not have written goals and objectives to meet educational migrant needs. Of the 139 total school districts, ninety-one indicated that they did not have written goals and specific objectives, whereas forty-eight of the 139 indicated they did have such goals. In Group I, nine of eighteen school districts did not have specific goals and objectives. However, in Group II, twenty-seven of sixty-one school districts and in Group III, fifty-five of sixty did not have written goals and specific objectives. It seems that the lack of goals and objectives which provide purpose, direction, and a process for evaluation may be a cause of lack of greater utilization of the MSRTS by school districts.

Null subhypothesis 2d. A significant difference was found among Groups I, II, and III as to the degree of achievement of

educational goals for agricultural migrant children. It appears that seventeen school districts of Groups II and III "seldom" achieved their educational objectives for agricultural migrant children. A further consideration for the lack of goals and objectives is the lack of written goals and specific objectives, as revealed in the data for null subhypothesis 2c.

Null subhypothesis 2e. Significant differences were found to exist among Groups I, II, and III as to determination of who is responsible for recording pertinent information about the agricultural migrant child. In Group I it appears that principals are not responsible for the recording of pertinent information, but that teachers, nurses, and record transfer clerks have the responsibility. In Group III, seventeen school districts indicated the principal as responsible for recording information; possibly this situation results from the size of the schools. There seem to be no set criteria for assigning responsibility for recording information to assure continuity and consistency.

Null subhypothesis 2f. One-way analysis of variance was computed and the results were significant among Groups I, II, and III as to district cost per pupil. Since this null subhypothesis was rejected, it was further investigated via confidence intervals to determine where differences existed. The confidence intervals of the data identified the difference as existing between Groups I and III. It appears that a school

district not participating in the MSRTS (Group III), yet having agricultural migrant students, spends substantially more money per pupil than those school districts utilizing the services of the MSRTS and having an "on site" terminal.

Implications

This study was conducted as an effort to investigate the degree of utilization of the Migrant Student Record Transfer System (MSRTS) within a five-state region (Arizona, California, Colorado, New Mexico, and Texas). The major goal was to provide information to those persons responsible for making decisions as to ways to better maximize usage of the functions and achievement of the potential of the MSRTS in school districts where agricultural migrant children are involved. Thus the findings of this study may be used as the basis for decision-making for such school districts. Included in the decision-making groups are local teachers and administrators, local school boards, state departments of education (migrant divisions), the MSRTS Center at Little Rock, Arkansas, and the U.S. Office of Education as the MSRTS funding agency.

Since no prior studies of the MSRTS have been reported, the findings of this study represent the beginning of an evaluation process. If pursued in a narrower scope, this process can provide more insightful information and thus a beginning for focusing on the main critical issues of agricultural migrant education for children.

Local School Districts

On the basis of this study's findings, it appears that there is a definite need for school districts involved in agricultural migrant education to have, implement, and evaluate their educational objectives in specific reference to agricultural migrant children.

State Regional Centers

State regional centers should be the centers for evaluation of the projects of school districts participating in the MSRTS. These centers are more closely related to individual school districts and the agricultural migrant children than the state departments of education or the national branch of migrant education. State regional centers can provide evaluation results and suggest improvement processes in identified areas of weakness.

Migrant Divisions of State Departments of Education

The lack of information demonstrated by the migrant divisions of state departments of education involved in this study indicates a void in information and communication as to the functions and potential of the MSRTS. This void appears to extend from the state departments of education to local school districts.

MSRTS Center and U.S. Office of Education

From the findings of this study, it seems obvious that the MSRTS Center cannot and should not exist only in the role of

record-keeping and data retrieval. The Center should involve itself with an evaluational procedure for providing analytic descriptive data to school districts, state regional centers, and migrant divisions of state departments of education. All such critical evaluation data are centrally located in the MSRTS Center, and thus the Center is the logical beginning and ending point. Results can be provided by the Center on a semi-annual or annual service basis to school districts, state regional offices, and migrant divisions of departments of education, at least on a randomized basis. It can also provide the U.S. Office of Education, as the funding agency, with evaluative results necessary to obtain proper and equitable distribution of funds.

For the U.S. Office of Education, the funding agency, the implication is that the agency should critically analyze the funding of studies to reidentify the educational needs of agricultural migrant children and focus on those educational needs which have been identified within the past twenty-five years and which continue to be identified. Thus, improper and unnecessary funding may be avoided and funds will be allocated for study and rectification of weaknesses still evident.

Recommendations

The recommendations made in this section are based on the findings of this study. These recommendations fall within the classifications of evaluation, implementation, and/or training.

1. Since studies focusing on the degree of utilization of the MSRTS by school districts have not been conducted prior to the present study, it is recommended that this initial questionnaire be refined and expanded for use as an evaluative instrument of the MSRTS at local, state, and national levels.

2. Many school districts that are now participating in the MSRTS do not have written goals and specific objectives to meet the educational needs of agricultural migrant children. It is therefore recommended that regional state offices or state departments of education enforce the law that school districts will provide written goals and objectives for the improvement of agricultural migrant education and indicate evaluative criteria to determine how well the stated goals and objectives are being met, prior to the granting of funds to school districts.

3. This study disclosed the need for developing a standardized form for identifying agricultural migrant children. It is recommended that such a standardized form be developed, clearly showing the criteria used to identify agricultural migrant children.

4. It is recommended that institutions of higher learning initiate programs for the preparation of specialized teachers and administrators who will work with agricultural migrant children. The Mini-Corps program, such as the one in California, is recommended for incorporation into the educational programs of all states identified as having agricultural migrants. The Mini-Corps

program is state-directed. Basically, it consists of college freshmen, sophomores, juniors, and sometimes seniors who have been or whose parents are agricultural migrants. A major requirement for participation in the program is that the students must have intentions of working toward a college degree in the areas of public education. This program has proved to be very effective in California. It is strongly recommended that other states which bear the responsibility of educating agricultural migrant children should investigate, modify, and implement such a program within their respective departments of education.

5. The results of this study indicate that school districts that are not now participating in the MSRTS but have agricultural migrants spend more money per pupil than those school districts that are participants. It is recommended that every effort be made by state regional offices and state departments of education (migrant divisions) to identify and encourage such school districts to participate in the MSRTS. One effect may very well be the reduction of per pupil cost.

6. From the results of this study it is evident that there is a need for establishing some criteria by which school districts in Groups I and II can designate an individual to be responsible for recording all pertinent information about the agricultural migrant child. This is not presently the case. It is recommended that each school district participating in the

MSRTS be enabled, by the use of specific criteria, to identify such an individual or individuals and provide training in the specific function.

7. This study revealed a need for all personnel involved in the MSRTS program to gain better understanding of the functions and potential of the MSRTS and how to use MSRTS data in meeting the special educational needs of agricultural migrant children. It is therefore recommended that MSRTS personnel at all levels, but especially at the school district level, be given more inservice training.

8. It is recommended that school superintendents, principals, and curriculum directors be given special preparation and orientation to the MSRTS.

9. This study disclosed that inservice training is emphasized most at the school district and state regional levels. It is recommended that more emphasis be placed on the extent of cooperation between the school district and state regional center so that the eventual effect will be the improvement of the educational status of agricultural migrant children.

10. This study revealed that the major emphasis in the training of individuals responsible for filling out MSRTS forms in Groups I and II was at the regional workshop level. A very low number of school districts provided state workshop level training. Therefore, it is recommended that state workshops be kept at a minimum or eliminated.

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APPENDIX A

INITIAL MSRTS QUESTIONNAIRE

MSRTS QUESTIONNAIRE

1. How many years has your school district been using the MSRTS? Please check one.
   (1) ____ 0 to 1 year
   (2) ____ 1 to 2 years
   (3) ____ 2 to 3 years
   (4) ____ 3 to 4 years
   (5) ____ 4 to 5 years

2. To what degree are you familiar with the functions and the potential of the MSRTS? Please check one answer.

Very familiar				Relatively unfamiliar
1	2	3	4	5

3. How many agricultural migrant children were enrolled in your school district during the following periods for the school year 1971-72?
   (1) Fall quarter ____
   (2) Winter quarter ____
   (3) Spring quarter ____
   (4) Summer programs ____

4. What was your total district student enrollment for the school year 1971-72?
   (1) ____.
   How many students enrolled in your district were classified as agricultural migrants?
   (2) ____.

5. What was the total number of schools in your school district for the year 1971-72? ____

6. What is your district's total cost per pupil participating in the MSRTS? $____

7. What was the total number of agricultural student records that your district requested from the MSRTS Center during the year 1971-72? ____

8. Please rank order the following disadvantages with regard to utilization of the MSRTS in your district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
   (1) ____ Too expensive for our district to participate in the MSRTS.
   (2) ____ Requires additional personnel.
   (3) ____ Does not meet our district needs.
   (4) ____ Provides inaccurate information.
   (5) ____ Consumes time spent by administrators and teachers to enroll pupils.

9. Please rank order the following advantages with regard to utilization of the MSRTS in your district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
   (1) ____ Improving the accuracy of information needed for policy determination and research.
   (2) ____ Helping to avoid duplication and repetition of subject matter.
   (3) ____ Conserving the time spent by administrators and teachers to enroll pupils.
   (4) ____ Providing reliable data for permanent school records.
   (5) ____ Helping schools plan for the movement of pupils and for the size of enrollment.

10. Please rank order the following ways you feel it is important to maximize the utilization of the MSRTS in your school district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
   (1) ____ More training for teachers in the usage of the MSRTS forms.
   (2) ____ More district supervisory personnel available to assist teachers in the usage of the MSRTS forms.
   (3) ____ More training for administrators in the usage of the MSRTS forms.
   (4) ____ Training of more terminal operators and records clerks.
   (5) ____ Provide school nurses with specific training in the usage of the MSRTS forms.

11. Below are possible problem areas connected with the usage of the MSRTS services. Please rank order the following which may influence the effectiveness of the MSRTS in your district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
   (1) ____ Insufficient liaison between the terminal and the MSRTS Center.
   (2) ____ Slow feedback from the MSRTS Center.
   (3) ____ Insufficient district budget allocation for services desired.
   (4) ____ Errors in input documents (district-caused errors).
   (5) ____ Errors in output documents (MSRTS Center-caused errors).

12. What extent of cooperation is evident between your school district and the State regional office? Please circle one answer.

Most cooperative				Least cooperative
1	2	3	4	5

13. When agricultural migrant children are enrolled in your schools, were complete records available from their previous school districts? Please circle one answer.

All the time				Seldom
1	2	3	4	5

14. To what degree are your district's objectives for agricultural migrants achieved? Please circle one answer.

All the time				Seldom
1	2	3	4	5

15. What kind of inservice training for those individuals responsible for filling out the MSRTS forms does your district provide?

(1) ____ College workshops.
(2) ____ District workshops.
(3) ____ School building level workshops.
(4) ____ Regional workshops.
(5) ____ State workshops.

16. How often is inservice training for all agricultural migrant staff provided? Please indicate.

_____.

17. How much total time is involved during the workshop sessions in your school district?

(1) ____ College workshops.
(2) ____ District workshops.
(3) ____ School building level workshops.
(4) ____ Regional workshops.
(5) ____ State workshops.

18. How would you classify the training of your personnel directly involved with the operation of the MSRTS in your school district? Please circle one answer.

Superior				Poor
1	2	3	4	5

19. Who is responsible for recording all pertinent information about the agricultural migrant child in your district? Please check one.

____ Principal.
____ Teacher.
____ Teacher aide.
____ Teacher and teacher aide.
____ Teacher, nurse, and record transfer clerk.

20. How do you determine the number of agricultural migrant children in your district? Please check one.

____ By U.S.O.E. definition.
____ Identified by other agencies.
____ By using your district's predictive formula.
____ Figures from the U.S. Department of Labor.
____ Other _____.

21. For what purposes do you use the MSRTS in your district? Please rank order the following uses. (Number 1 is the highest rank, number 5 the lowest.)

____ To aid administrative decision-making.
____ To keep current the democraphic distribution of agricultural migrant students in our district?
____ To obtain data which will aid in planning individualized instruction.
____ To ascertain pattern of agricultural migrant students' needs.
____ To facilitate program planning for agricultural migrant students.

APPENDIX B

FINAL MSRTS QUESTIONNAIRE AND COVER LETTER

Felipe Veloz
Department of Educational Administration
Box 3N/Las Cruces, New Mexico 88003
Telephone (505) 646-3825

Dear Colleague:

We need your help!

The attached questionnaire concerning factors related to usage of the Migrant Student Record Transfer System in five states with high migrant concentration will provide information which will help to determine the degree of usage and some of the factors which may influence usage. We seek your cooperation in doing so.

Although the attached instrument may seem lengthy, it has been developed so that the average time needed to complete it is about 10 minutes, in most cases less. It is also quite permissible for your migrant director or someone on your staff to complete all or portions of this questionnaire if you prefer.

Since we believe the use of the MSRTS to be a very important thrust and interest area in public education today, where high concentration of migrants exists, we would like to strongly encourage you, not only to participate in the study, but to request a copy of the summary of the results. Provision is made for this in the last section of the questionnaire. Remember, we are just as interested in those districts which make use of the MSRTS services as we are in those districts who do not now use the MSRTS services.

We know yours is an important, busy (and sometimes thankless) position, but won't you please take a few minutes and complete the enclosed instrument? A stamped envelope is enclosed for your convenience. We are requesting that the completed questionnaire be mailed prior to February 20, 1973, so that the analysis can be started. Thank you.

Sincerely,

Felipe Veloz
Research Assistant

Timothy J. Pettibone, Head
Department of Educational
Administration

CODE NUMBER _____

MIGRANT RECORD TRANSFER SYSTEM
QUESTIONNAIRE

Please check the blanks or fill in the necessary information as applicable. All responses will be confidential. The code number is for the purpose of follow-up with non-respondents.

Questions 1 through 28 should be completed by districts that have terminal and use system and districts that do not have terminal but use system (usage is a cooperative effort with a district having a terminal).

Districts that do not have terminal and do not use system should answer questions 17 through 28 only.

Title of respondent _____

Section 1

1. How many years has your school district been using the MSRTS? Please check one.
   (1) ____ 0 to 1 year
   (2) ____ 1 to 2 years
   (3) ____ 2 to 3 years
   (4) ____ 3 to 4 years
   (5) ____ 5 to 5 years

2. Have your teachers who teach agricultural migrant students seen the MSRTS form?
   (1) ____ Yes (2) ____ No

3. Have your teachers who teach agricultural migrant students physically handled the MSRTS forms?
   (1) ____ Yes (2) ____ No

4. What percent of agricultural migrant students who have been referred to the nurse have been referred based, at least partially, on information on the MSRTS form? _____

5. What percent of agricultural migrant students who have been referred to the counselor have been referred based, at least partially, on information on the MSRTS form? _____

6. What percent of agricultural migrant students who have been referred to the psychologist have been referred based, at least partially, on information on the MSRTS form? _____

7. What percent of agricultural migrant students have been diagnosed for grade placement based, at least partially, on the MSRTS form? _____

8. What was the total number of agricultural student records that your district requested from the MSRTS Center during the academic year 1971-72? _____

9. Please rank order the following disadvantages with regard to utilization of the MSRTS in your district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
   (1) ____ Too expensive for our district to participate in the MSRTS.
   (2) ____ Requires additional personnel.
   (3) ____ Does not meet our district needs.
   (4) ____ Provides inaccurate information.
   (5) ____ Consumes time spent by administrators and teachers to enroll pupils.

10. Please rank order the following advantages with regard to utilization of the MSRTS in your district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
   (1) ____ Improving the accuracy of information needed for policy determination and research.
   (2) ____ Helping to avoid duplication and repetition of subject matter.
   (3) ____ Conserving the time spent by administrators and teachers to enroll pupils.
   (4) ____ Providing reliable data for permanent school records.
   (5) ____ Helping schools plan for the movement of pupils and for the size of enrollment.

11. Please rank order the following ways you feel it is important to maximize the utilization of the MSRTS in your school district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
   (1) ____ More training for teachers in the usage of the MSRTS form.
   (2) ____ More district supervisory personnel available to assist teachers in the usage of MSRTS forms.
   (3) ____ More training for administrators in the usage of the MSRTS forms.
   (4) ____ Training of more terminal operations and records clerks.
   (5) ____ Provide school nurses with specific training in the usage of the MSRTS forms.

12. For what purpose do you use the MSRTS in your district? Please rank order the following uses. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
    (1) ____ To aid administrative decision-making.
    (2) ____ To keep current the demographic distribution of agricultural students in our district.
    (3) ____ To obtain data which will aid in planning individualized instruction.
    (4) ____ To ascertain pattern of agricultural migrant students' needs.
    (5) ____ To facilitate program planning for agricultural migrant students.

13. Below are possible problem areas connected with the usage of the MSRTS services. Please rank order the following which may influence the effectiveness of the MSRTS in your district. (Assign 1 to the most important, 2 to the next most important, 3 to the next, etc.).
    (1) ____ Insufficient liaison between the terminal and the MSRTS Center.
    (2) ____ Slow feedback from the MSRTS Center.
    (3) ____ Insufficient district budget allocation for services desired.
    (4) ____ Errors in input documents (district-caused errors).
    (5) ____ Errors in output documents (MSRTS Center-caused errors).

14. What extent of cooperation is evident between your school district and the State regional office? Please circle one answer.

Most cooperative				Least cooperative
1	2	3	4	5

15. What kind of inservice training for those individuals responsible for filling out the MSRTS forms does your district provide?
    (1) ____ College workshops.
    (2) ____ District workshops.
    (3) ____ School building level workshops.
    (4) ____ Regional workshops.
    (5) ____ State workshops.

16. How would you classify the training of your personnel directly involved with the operation of the MSRTS in your school district?

Superior				Poor
1	2	3	4	5

17. To what degree are you familiar with the functions and the potential of the MSRTS? Please check one answer.

Very familiar				Relatively unfamiliar
1	2	3	4	5

18. How many agricultural migrant children were enrolled in your school district during the following periods for the academic school year 1971-72?
(1) Fall quarter ____. (3) Spring quarter ____.
(2) Winter quarter ____. (4) Summer programs ____.

19. What was your total district student enrollment for the academic school year 1971-72?
(1) _____.
How many students enrolled in your district were classified as agricultural migrants?
(2) _____.

20. What was the total number of schools in your school district for the academic year 1971-72? _____.

21. What is your district's total cost per pupil? $_____.

22. When agricultural migrant children are enrolled in your schools, were complete records available from their previous school districts? Please circle one answer.

All the time				Seldom
1	2	3	4	5

23. Does your school district have written goals and objectives specifically to meet agricultural migrant children's educational needs?
(1) ____ Yes (2) ____ No
If yes, will you please attach a copy of them and return with questionnaire.

24. To what degree are your district's objectives for agricultural migrants achieved? Please circle one answer.

All the time				Seldom
1	2	3	4	5

25. How many days total was inservice training provided for all district agricultural migrant staff during the academic school year 1971-72?
(1) Total number of days _____.

26. How much total time in clock hours is involved during the workshop sessions in your school district?

(1) ____ College workshops.
(2) ____ District workshops.
(3) ____ School building level workshops.
(4) ____ Regional workshops.
(5) ____ State workshops.

27. Who is responsible for recording all pertinent information about the agricultural migrant child in your district? Please check only one.

(1) ____ Principal
(2) ____ Teacher
(3) ____ Teacher aide
(4) ____ Teacher and teacher aide
(5) ____ Teacher, nurse, and record transfer clerk

28. How do you determine the number of agricultural migrant children in your district? Please check one.

(1) ____ By U.S.O.E. definition.
(2) ____ Identified by other agencies.
(3) ____ By using your district's predictive formula.
(4) ____ Figures from the U.S. Department of Labor.
(5) ____ Other _____.

Would you like a summary of the results? _____ Yes _____ No.

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX C

FOLLOW-UP LETTER

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Box 3N/Las Cruces, New Mexico 88001
Telephone (505) 646-3625

March 13, 1973

Dear Colleague:

About four weeks ago you were mailed a questionnaire designed to determine the degree of usage of the Migrant Student Record Transfer System and factors which may influence usage.

We are anxious to obtain and report results that accurately represent the use of the Migrant Student Record Transfer System. We are especially interested in obtaining your response.

In case the original questionnaire was lost in the mail or has been misplaced, another questionnaire has been enclosed with a stamped, self-addressed envelope.

Please complete and return the questionnaire at your earliest convenience. All individual responses will be held in strict confidence.

Sincerely,

Dr. Timothy J. Pettibone, Head
Department of Educational Adm.

Felipe Veloz
Research Assistant

APPENDIX D

DESCRIPTIVE PERCEPTIONS NULL SUBHYPOTHESES FOR GROUPS I AND II

Null Subhypothesis 3a. There will be no significant differences between Groups I and II as to disadvantages of the usage of the MSRTS.

On the basis of the data shown in Table 2, this null subhypothesis was not rejected.

Table 25

Disadvantages of the MSRTS as Indicated by Groups I and II[a]

Group	Item[b] 1	2	3	4	5	Total
I	51 (55.806)	58 (58.743)	56 (56.073)	54 (52.869)	36 (31.508	255
II	158 (153.194)	162 (161.257)	154 (153.927)	144 (145.131)	82 (86.492	700
Total	209	220	210	198	118	955

[a]Based on Question 9 (Appendix B).

[b]Item (1) Too expensive for our district to participate in the MSRTS; (2) Requires additional personnel; (3) Does not meet our district needs; (4) Provides inaccurate information; (5) Consumes time spent by administrators and teachers to enroll pupils.

df = 4

Calculated χ^2 = 1.484 Tabled χ^2 value = 9.49

Not significant at .05 confidence level, but significant at .90.

Null Subhypothesis 3b. There will be no significant differences between Groups I and II as to advantages of the usage of the MSRTS.

On the basis of the data shown in Table 26, this null subhypothesis was not rejected.

Table 26

Advantages of the MSRTS as Indicated by Groups I and II[a]

Group	Item[b] 1	2	3	4	5	Total
I	50 (58.111)	47 (50.054)	41 (47.856)	48 (42.484)	65 (52.495)	251
II	188 (179.889)	158 (154.946)	155 (148.144)	126 (131.516)	150 (162.505)	777
Total	238	205	196	174	215	1,208

[a]Based on Question 10 (Appendix B).

[b]Item (1) Improving the accuracy of information needed for policy determination and research; (2) Helping to avoid duplication and repetition of subject matter; (3) Conserving the time spent by administrators and teachers to enroll pupils; (4) Providing reliable data for permanent school records; (5) Helping schools plan for the movement of pupils and for the size of enrollment.

df = 4

Calculated $\chi^2 = 7.932$ Tabled χ^2 value = 9.49

Not significant at .05 confidence level, but significant at .10.

Null Subhypothesis 3c. There will be no significant differences between Groups I and II as to the importance of ways of maximizing utilization of the MSRTS.

On the basis of the data presented in Table 27, this null subhypothesis was not rejected.

Table 27

Importance Placed by Groups I and II on Ways of Maximizing Utilization of the MSRTS[a]

Group	Item[b] 1	2	3	4	5	Total
I	36 (44.950)	54 (53.548)	45 (49.126)	49 (49.372)	69 (56.004)	253
II	147 (138.050)	164 (164.452)	155 (150.874)	152 (151.628)	159 (171.996)	777
Total	183	218	200	201	228	1,030

[a]Based on Question 11 (Appendix B).

[b]Item (1) More training for teachers in the usage of the MSRTS form; (2) More district supervisory personnel available to assist teachers in the usage of MSRTS forms; (3) More training for administrators in the usage of the MSRTS forms; (4) Training of more terminal operations and records clerks; (5) Provide school nurses with specific training in the usage of the MSRTS form.

df = 4

Calculated $\chi^2 = 6.829$ Tabled χ^2 value = 9.49

Not significant at .05 confidence level, but significant at .20.

Null Subhypothesis 3d. There will be no significant differences between Groups I and II as to the purposes of MSRTS usage.

On the basis of data shown in Table 28, this null subhypothesis was not rejected.

Table 28

Purposes for Which the MSRTS Is Used by Groups I and II[a]

Group	Item[b] 1	2	3	4	5	Total
I	47 (52.842)	64 (67.254)	72 (65.332)	41 (37.470)	27 (28.102)	251
II	173 (167.158)	216 (212.746)	200 (206.668)	115 (118.530)	90 (88.898)	794
Total	220	280	272	156	117	1,045

[a]Based on Question 12 (Appendix B).

[b]Item (1) To aid administrative decision-making; (2) To keep current the demographic distribution of agricultural students in our district; (3) To obtain data which will aid in planning individualized instruction; (4) To ascertain pattern of agricultural migrant students' needs; (5) To facilitate program planning for agricultural migrant students.

df = 4

Calculated χ^2 = 2.448 Tabled χ^2 value = 9.49

Not significant at .05 confidence level, but significant at .70.

Null Subhypothesis 3e. There will be no significant differences between Groups I and II as to problem areas connected with usage of the MSRTS.

Pertinent data shown in Table 29 show that no significant differences were found. Therefore, this null subhypothesis was not rejected.

Table 29

Problem Areas Connected with Usage of the MSRTS as Indicated by Groups I and II[a]

Group	Item[b] 1	2	3	4	5	Total
I	54 (46.430)	55 (48.132)	55 (57.126)	51 (52.75)	40 (50.562)	255
II	137 (144.570)	143 (149.868)	180 (177.874)	166 (164.250)	168 (157.438)	794
Total	191	198	235	217	208	1,049

[a]Based on Question 13 (Appendix B).

[b]Item (1) Insufficient liaison between the terminal and the MSRTS Center; (2) Slow feedback from the MSRTS Center; (3) Insufficient district budget allocation for services desired; (4) Errors in input documents (district-caused errors); (5) Errors in output documents (MSRTS Center-caused errors).

df = 4

Calculated $\chi^2 = 6.022$ Tabled χ^2 value = 9.49

Not significant at .05 confidence level, but significant at .20.

Null Subhypothesis 3f. There will be no significant differences between Groups I and II as to training classification (superior to poor) of district personnel directly involved with operation of the MSRTS.

On the basis of data shown in Table 30, this null subhypothesis was not rejected.

Table 30

Training Classification (Superior to Poor) of District Personnel Directly Involved with Operation of the MSRTS[a]

Group	Superior 1	2	3	Poor 4-5	Total
I	5 (5.013)	7 (5.696)	4 (5.241)	2 (2.051)	18
II	17 (16.987)	18 (19.304)	19 (17.759)	7 (6.949)	71
Total	22	25	23	9	79

[a]Based on Question 16 (Appendix B).

df = 3

Calculated χ^2 = 0.768 Tabled χ^2 value = 7.82

Not significant at .05 confidence level, but significant at .90.

Null Subhypothesis 3g. There will be no significant differences between Groups I and II as to the kind of inservice training provided for those individuals responsible for filling out MSRTS forms.

On the basis of data shown in Table 31, this null subhypothesis was not rejected.

Table 31

Kinds of Inservice Training for Those Individuals Responsible for Filling out MSRTS Forms in Groups I and II[a]

Group	Kind of Training[b] 1	2	3	4	5	Total
I	0	11 (10.283)	10 (9.036)	14 (18.384)	8 (5.297)	43
II	0	22 (22.717)	19 (19.964)	45 (40.616)	9 (11.703)	95
Total	0	33	29	59	17	138

[a]Based on Question 15 (Appendix B).

[b]Kinds of training: (1) College workshops; (2) District workshops; (3) School building level workshops; (4) Regional workshops; (5) State workshops.

df = 3

Calculated χ^2 = 3.744 Tabled χ^2 value = 7.82

Not significant at .05 confidence level, but significant at .30.

APPENDIX E

SUPPLEMENTARY DESCRIPTIVE TABLES

FOR GROUPS I, II, III

Table 32

Measures of Usage of the MSRTS Form
by Groups I and II[a]

Group	Question	Percentages									
		1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
I	4[b]	4	1	2		3			1		2
	5[c]	2		2	1	1	1				
	6[d]	2	2			1					
	7[e]	1	5	1	1	1			1	2	1
Total		9	8	5	2	7	1	0	2	2	3
II	4	13	4	3		5		1	1	2	2
	5	12	1	3		4			2	1	3
	6	11				2					1
	7	15	4	4	1	3		1	3	1	3
Total		51	9	10	1	14	0	2	6	4	13

[a]Supplementary to Null Subhypotheses 1a-1i on usage.

[b]Question 4: What percent of agricultural migrant students who have been referred to the nurse have been referred based, at least partially, on information on the MSRTS form?

[c]Question 5: What percent of agricultural migrant students who have been referred to the counselor have been referred based, at least partially, on information on the MSRTS form?

[d]Question 6: What percent of agricultural migrant students who have been referred to the psychologist have been referred based, at least partially, on information on the MSRTS form?

[e]Question 7: What percent of agricultural migrant students have been diagnosed for grade placement based, at least partially, on the MSRTS form?

Table 33

Total Number of Agricultural Migrant Student Records Requested by Groups I and II[a] for 1971-72

Item	Group I	Group II
Requests	11,445	22,543
Mean	635.83	369.56
Range	60-2,600	3-2,500

[a]Question 8: What was the total number of agricultural student records that your district requested from the MSRTS Center during the academic year 1971-72?

Table 34

Total District Student Enrollment and Total Number of Agricultural Migrant Students for Groups I and II for 1971-72[a]

Item	Group I	Group II
Total district student enrollment		
Number	235,151	157,935
Mean	13,063.94	2,589.10
Range	660-72,000	68-15,000
Total agricultural migrant student district enrollment		
Number	9,759	22,717
Mean	542.17	372.41
Range	60-2,511	12-2,500

[a]Question 19: What was your total district student enrollment for the academic year 1971-72? (1) ____; How many students enrolled in your district were classified as agricultural migrants? (2) ____.

Table 35

Total Number of Schools in School Districts for Groups I and II[a]

Item	Group I	Group II
Number of schools	383	352
Mean	21.28	5.77
Range	1-96	1-27

[a]Question 20: What was the total number of schools in your school district for the academic year 1971-72?

Table 36

Total School District Enrollments of Agricultural Migrant Children in Groups I, II, and III During the Fall, Winter, and Spring Quarters of Academic Year 1971-72[a]

Group	Fall	Winter	Spring
I			
Total	8,348	8,303	8,748
Mean	463.78	461.28	486.00
Range	45-2,511	10-2,511	10-2,511
II			
Total	17,365	16,586	18,113
Mean	289.42	276.43	296.93
Range	12-2,295	6-1,500	7-1,854
III			
Total	3,187	3,125	3,028
Mean	66.40	67.93	67.29
Range	2-605	2-899	1-696

[a]Question 18: How many agricultural migrant children were enrolled in your school district during the following periods for the academic year 1971-72? (1) Fall quarter ____; (2) Winter quarter ____; (3) Spring quarter; (4) Summer programs ____.

Table 37

Percent of School Districts Having Summer Migrant Programs[a]

Group	Have Program	No Program	Percent
I	13	5	72
II	27	34	44
III	9	51	15

[a]Question 18: Item (4).

Table 38

Days of Inservice Training Provided for All Agricultural Migrant Staff (Groups I, II, and III) for Academic Year 1971-72[a]

Item	Group I	Group II	Group III
Total number of days	291	421	124
Mean	18.19	7.94	5.17
Range of days	0-82	0-36	0-12
	NR = 2	NR = 8	NR = 36

[a]Question 25: How many days total was inservice training provided for all district agricultural migrant staff during the academic year 1971-72? (1) Total number of days ____.

Table 39

Total Clock Hours Involved During Workshop Sessions in All School Districts (Groups I, II, and III)[a]

Item	Group I	Group II	Group III
1. College workshops	273	295	110
2. District workshops	293	493	286
3. School building level workshops	233	687	243
4. Regional workshops	317	947	283
5. State workshops	238	274	32

[a]Question 26: How much total time in clock hours is involved during the workshop sessions in your school district? (1) ____ College workshops; (2) ____ District workshops; (3) ____ School building level workshops; (4) ____ Regional workshops; (5) ____ State workshops.

Table 40

How School Districts in Groups I, II, and III Determine and Identify the Agricultural Migrant Child[a]

Method	Group I	Group II	Group III
1. U.S. Office of Education definition	15	33	23
2. Identified by other agencies	0	3	3
3. By using the district's predictive formula	0	3	0
4. Figures from U.S. Department of Labor	0	0	0
5. Other	2	22	22
Total	17	61	48

[a]Question 28: How do you determine the number of agricultural migrant children in your district? Please check one. (1) ____ By U.S.O.E. definition; (2) ____ Identified by other agencies; (3) ____ By using your district's predictive formula; (4) ____ Figures from the U.S. Department of Labor; (5) ____ Other _____.